

DISCLAIMER:

This document does not meet the
current format guidelines of
the Graduate School at
The University of Texas at Austin.

It has been published for
informational use only.

Copyright

By

Karla Irasema Cantú

2014

The Dissertation Committee for **Karla Cantú** Certifies that this is the approved version of the
following Dissertation:

Performance and Pressure: A Mixed Methodological Study On The Coping And
Managing Of Community College CEOs

Committee:

Richard J. Reddick Supervisor

Victor B. Saenz

Ruben D. Olivarez

Paul E. Resta

Jeffrey Holmes

Performance and Pressure: A Mixed Methodological Study On The Coping And
Managing Of Community College CEOs

by

Karla Irasema Cantú, B.S.; M.Ed.

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

University of Texas-Austin

May 2014

Dedication

To my grandmother Aurora “Mama Bori” Flores Martinez, whom I am blessed to call mom. Mami te quiero much!

Most importantly, to the person who has always been there for me, motivated me, and loved me unconditionally my spouse, Gilberto Adrian Torres Grimaldo whom there are no words to say thank you and I love you very much for all of your support..

Acknowledgements

I would like to thank my committee members Dr. Reddick, Dr. Saenz, Dr. Olivarez, Dr. Holmes, and Dr. Resta. I would also like to thank Dr. Wayman, Dr. Northcutt, Dr. Cameron, and Dr. Roueche for all of your support. To each and every person whom has supported me, there are so many of you, and I'd like to say thank you.

To Dora and Jesus Medina and family, Gilberto Torres y Minerva Grimaldo and family, Flores, and Martinez families, I love you all. .My immediate family, my sister Mibesol, I love you baby sis, my niece Iliana and nephew Antonio Jose, much love. My godparents Genoveva y Abelardo Medina and my Tia Barbara Medina, los quiero mucho. My grandma Bori, whom has raised me and loved me unconditionally, te quiero ama!

To the person who has been my companion, friend, and love of my life, my husband Gilberto Adrian Torres, I love you so much.

Performance and Pressure: A Mixed Methodological Study On The Coping And Managing Of Community College CEOs

Karla Cantu, Ph.D.

The University of Texas at Austin, 2014

Supervisor: Richard J. Reddick

Coping with stress is essential for a CEO to remain effective as a leader of a community college. The mastery of **self-development** techniques for CEOs, **visualization** techniques for CEOs, and techniques which teach the CEOs to master **Building Allies** are essential tools for CEOs to provide vision and direction for community college. In the mid-1990s, California was going through an economic crisis. The tax base was significantly reduced resulting in the reduction of allocated funds for the local communities. The reduction of public funds limited the availability of social and health services, and community college programs. The economic disruption ultimately lead to employee layoffs, business closures and home foreclosures. (Wady, 1998) The unstable economic environment created many challenges for Chief Executive Officers (CEO)s at the California community colleges that led to stress for the CEOs Several researchers have examined how these changes have affected the CEOs in the types of stress produced, and more importantly, how the CEOs cope with this stress. In 1998, Dr. Gwendolyn Wady conducted a study on the coping skills of California Community College administrators.

“The purpose of Wady’s study was to identify and describe the administrative stresses and coping strategies utilized by administrators in the California Community College System

to manage the job pressures associated with the execution of their official job functions. The administrative job leaders had to occupy a position of Executive, Managerial, and administrative category and must be a member of the Association of California Community College Administrators. The outcome from the data indicated that there were significant differences between coping strategies utilized by community college administrators. There were no significant differences in the selection of coping strategies in relation to personal background (age, years of experience, etc.) Successful administrators tended to use a variety of coping strategies to reduce stress dependent on their personality and type of job pressure.” (Wady, p.7, 1998)

The findings in Wady’s study clearly indicated that the coping approach most selected by the majority of the community college administrators were strategies in the problem-solving category and the least beneficial stress-reducing techniques were postponing the activity. Wady concluded the study with a recommendation that the study be replicated in other states. This current study is designed to examine how community college CEOs in Texas are experiencing stresses, with the added problems caused by the economic crisis and a drastic increase in enrollment. During the past four or five decades, community colleges have experienced exponential growth (Hagedorn, 2010). They are often viewed as a stepping-stone to the four-year College or university for those students who required an institution closer to home or for other reasons. Now community colleges are seen as a way to enhance skills, learn new skills, and better prepare for the future during severe economic times (Kolesnikova, 2009).

Due to dramatic increases in unemployment and the need for retraining new job skills, community colleges are being overwhelmed with new students who are taxing the basic services of these institutions. Administrators are facing problems such as; overcrowded classes, community college faculty are being required to teach extra classes, and students not getting the courses offered to them in a timely fashion, delaying the completion of degrees. (Inside Higher Ed) .

TABLE OF CONTENTS

Performance and Pressure: A Mixed Methodological Study On The Coping And Managing Of Community College CEOs	ii
TABLE OF CONTENTS	IV
LIST OF FIGURES	IX
THE SETTING – A PROLOGUE	X
CHAPTER 1: INTRODUCTION	2
Origins of Stress Research	2
Stress and its Relation to Community College Presidents and Chancellors.	5
Cuts to Community College Budgets	13
The Problem.....	13
Purpose of the Study	21
Research Questions	22
Brief Overview of Methodology.....	23
Design	23
Participants.....	24
Data Collection Instrument	25

Definition of Terms.....	25
Delimitations.....	27
Limitations	27
Assumptions.....	29
Significance of the Study	29
Organization of the Study	31
Summary	31
CHAPTER 2: LITERATURE REVIEW	33
History of Community College Leadership.....	33
Community College Governance.....	38
The Board of Trustees.....	43
System, District or Community College Administrators	49
Stress	50
Types of Stress	53
Community College CEOs Stresses.....	56
History of Research in Coping Strategies	58
Coping Interventions.....	64
Coping Strategies Utilized by Selected Administrators in the California Community College System.....	68
Analysis of the Wady Research Study.....	68
Summary of Literature Findings	73
CHAPTER 3: METHODOLOGY	74
Chapter Organization	74
Purpose of the Study	75
Research Questions.....	75
Research Design.....	76

Sample Selection Procedures	77
Data Collection Procedures.....	78
The Survey Instrument.....	79
Data Analysis	81
Reliability.....	82
Validity	82
Summary	83
CHAPTER 4: DATA AND ANALYSIS	84
The Population	85
Wady's 1998 Study.....	86
Findings Related to Research Question #1 (Survey Questions 1-4).....	88
Findings Related to Research Question Two (Survey Questions 1-4)	89
Findings Related to Survey Question #1:	89
Findings Related to Survey Question #2	92
Findings Related to Survey Question #3	95
Findings Related to Survey Question #4	98
Findings Related to Research Question Two (Survey Questions 5-11)	99
Findings Related to Survey Question #5	100
Findings Related to Survey Question #6	101
Findings Related to Survey Question #7	101
Findings Regarding Survey Question #8	102
Findings Related to Survey Question #9	103
Findings Related to Research Question Three(Open Ended Question).....	104
Task Pressure	104
Conflict Mediating Pressure	105
Boundary	106
Role Pressures	106
Other	107

Findings Related to Survey Question # 10-11	109
Recapping the Findings.....	110
CHAPTER 5 – SUMMARY	114
THEMES, IMPLICATIONS AND RECOMMENDATIONS	114
Themes: Establishing allies, Self-development, and Visualization techniques ...	115
Problem Solving.....	116
Personal Resources	117
Staff Support	118
Faculty Support.....	119
Taking Action	120
Delaying Action	121

Implications.....	124
Recommendations.....	128
REFERENCES	133
APPENDIX A, REQUEST FOR PERMISSION TO CONDUCT STUDY	145
APPENDIX B, THE SURVEY INSTRUMENT	146
APPENDIX C, CEO TEXAS COMMUNITY COLLEGE SURVEY EMAIL	150
APPENDIX D RESULTS, CHECK THE FUNCTION(S) THAT WAS INVOLVED:	151
APPENDIX E, THE RAW NUMBER RESULTS OF THE RESPONSES QUESTIONS	154
APPENDIX F	156
Question 4 Results of ranked order from 1-6 the following strategies according to what they considered to be most effective dealing with job pressures:.....	156
APPENDIX G	157
APPENDIX H	158
APPENDIX I	159
APPENDIX J	160
APPENDIX K	161
APPENDIX L	163
APPENDIX M	164
APPENDIX N	165
APPENDIX O	168
ABOUT THE RESEARCHER	170

LIST OF FIGURES

Figure 1. Enrollment trends in U.S. community colleges, 2009-2011	8
Figure 2. Budget Cuts, 2009-2011	9
Figure 3 Fall Enrollment 1990-2010.....	12
Figure 4. Gonzalez-Sullivan's Four Generation Model.....	35
Figure 5. Org Chart Austin Community College	41
Figure 6. Alamo Colleges Organizational Chart.....	42
Figure 7 Folkman & Lazarus Coping and Action Strategies.....	71
Figure 8. Areas Causing Stress for Community College CEOs.....	91
Figure 9 Differences in ranking order.....	93
Figure 10. Number of Responses Given in Each Area of Type of Job Pressures	94
Figure 11. Six strategies as possible choices in coping	96
Figure 12. Rank order of the six coping categories	99
Figure 13. Range of Age of Respondents	100
Figure 14. Gender of the Respondents.....	101
Figure 15. Ethnicity of Respondents.....	102
Figure 16. Educational Level of the Respondents	102
Figure 17. Range of Years Worked in the Community College System	103
Figure 18. Job Title of Respondent.....	109
Figure 19. Type of Educational System Represented	110
Figure 20 Results of survey Question 1	151
Figure 23 NEW Table of Ranked Response	155
Figure 24 Table of Question 4 results.....	156
Figure 27 Results age Question 5	157
Figure 29 Result of gender graph.....	158
Figure 30 Results of gender differences by gender.....	158
Figure 31 Ethnicity Graph	159
Figure 32 table of ethnicity response	159
Figure 34 New Highest degree chart.....	160
Figure 36 New Chart Degree attainment	160
Figure 37 New Longevity working chart.....	161
Figure 38 New Longevity working table	161
Figure 39 New Longevity working statics.....	161
Figure 40 New Title Chart	163
Figure 41 NEW Title table.....	163
Figure 42 New Institution type chart	164
Figure 43 New Institution type table.....	164

THE SETTING – A PROLOGUE

From 2001 to 2013, economic and political changes caused community college students, families, and administrators to rethink degree completion strategies in ways that were never considered a generation ago. Four-year colleges and universities are more costly in areas such as tuition, dorm fees, books and supplies and these increases are being passed along to students and their families (Archibald & Feldman, 2010). Therefore, two-year colleges are becoming more financially feasible for low to middle income students, developmental education students, first year and first generation college students, and older adults returning to college for retraining or for development of new skills to make them more in demand in the depleted job market (Kolesnikova, 2009). Enrollment trends show large increases in two-year programs, especially in part-time and certificate programs. Open entry, open enrollment programs at the two-year college provide access to helping a student join the work force as well as a short-term, two-year program (Kolesnikova, 2009). This increase in growth in the two-year college has created numerous problems and opportunities for administrators, as these for these two-year institutions have become the center of workforce and economic development discussions in US political discussions. (Congress, 2008).

One of the major challenges for community colleges is related to leadership. There is lack of leadership in the community college pipeline, to enable two-year institutions to address the rapid growth, also the leadership credentials for these administrators have not focused specially on issues of the two-year college and the surrounding community, and lastly the need to maintain continuity of management at the individual two-year college campus. As a result CEOs are scrambling to assemble leadership academies for aspiring leaders in their two-year institutions for the benefit of students. Two-year colleges cannot serve either the students or the surrounding

communities without sound leadership. Sound leadership involves making consistent, long term decisions about processes, policies, and fiscal and human resources. As the pressures of campus, economic, and political climates become more challenging, administrators are charged with maintaining clear focus to maintain consistency in policy development, budget development, fiscal management, human resources, student affairs, and academic operations. However, as pressures increase and negative feelings and emotions are internalized by the two-year college administrator, results in excessive stress that goes well beyond the job. This type of stress leads to health problems, poor focus, poor decision making and causes leaders to fail (Allison, 2004).

The two-year colleges located in Texas have been in existence since the late 1800s and the most recent were established during 2001 to 2013. During this time there has been a 2% to 3% increase in student enrollment each fall (Long, 2012). Some new buildings have been built to accommodate this growth, and government regulations (ADAA, and Provisions in the Reauthorization of Higher Education Act) regarding accessibility for students with disabilities have required some other physical changes to be made. An increase in faculty and staff has followed along with the increase in students; currently both the educational community and students are adjusting to this rapid growth and associated changes. (Henard & Roseveare, 2012)

During the 2000-2006 period, a drastic increase in community college enrollment became evident, and this increase has continued to 2013. Enrollment rose to 10% each fall semester, and classes filled up quickly, with students needing more sections of the basic classes put into the schedule (Moltz, 2008). Another reason for this community college growth in enrollment is the number of families, which for economic reasons, prefer to have their students attend a two-year college first and then transfer to a four-year college or university (Adelman, 2004). So many unemployed citizens need basic skills prior to taking technical education courses, and began the

retraining process to achieve future employment. The number of students needing remedial help in developmental education classes has more than doubled. The reduction in state and federal funding has caused the faculty to become burdened because they are having to teach 2-3 more classes each week; the students are not happy because the classes are very crowded and they are unable to get any individual help. From the janitors, the security guards, the support staff to the cafeteria workers, everyone has a list of complaints and the administration is hard pressed to come up with any solutions. What can be done and how is this going to affect the administrators until solutions are found?

CHAPTER 1: INTRODUCTION

Origins of Stress Research

Hans Seyle was a pioneering Hungarian endocrinologist who introduced the theory of the response of an organism to stressors. Seyle defined stress as a reaction to non-specific body motions based on the demands one makes on it (Seyle, 1976). In other words, the way a the body reacts is based on the difficulty “stressors” the person puts the body through . Richard Lazarus (1996), a psychologist and creator of the coping theory, defines stress as a state or emotion experienced when an individual feels overwhelmed by tasks that exceed their capabilities, thus adding a pressure or strain, including “disturbances brought about by usually threatening, damaging or demanding life conditions” (Lazarus, 1996, p. 22). Stressors have also been a source of many physical ailments.

Health research has pointed to emotional and physical stress as the root cause of ailments such as the flu, migraines, and heart conditions (McEwen, 2002; Royal & Grobe, 2008). While stress can damage a person’s physical well-being, it also can hinder their emotional well-being. Stress can interrupt a person’s daily routine and affect job performance, particularly the stress that CEOs endure.

The job of a community college CEO is a challenging one. Jobs that require systemic decisions, providing vision and strategic visioning for the college, managing multiple personalities, working with boards, faculty, and

students such as a community college CEO experience stress on the job. Occupational stress occurs when a person is incapable, for any reason, of meeting the demands of their job. Every type of profession will give different types of stress to the worker. Physicians, no matter if they are brain surgeons, heart specialists or the family doctor know they have people's lives in their hands and they must always be able to give 100% to each and every patient. Teachers and professors know they must find a way to reach each student in their classroom to help them learn and achieve the most possible. Even blue collar workers, such as auto mechanics know that the safety of people is dependent upon their ability to repair their vehicles properly. Bus drivers and truck drivers have many people's lives at stake while navigating through heavy traffic. Police officers, fire fighters, ambulance drivers and emergency medical technicians are responsible for saving lives every day and a simple lapse in judgment could cost someone their life. Although college administrators may not play a life-saving role in someone's life, they are responsible for helping them get through college, earn a degree and become a responsible, tax-paying citizen in an appropriate length of time. They must balance the student's needs with the ability of the college system to supply these needs and in a financially responsible manner.

Noted psychologist and professor Sanjay Srivastava argues that "stress at work, results from the increased complexities of work, and its divergent demands" (Srivastava, 2008, p. 48). In addition, Srivastava (2008) and McGrath (1976) describe occupational stress as an environmental situation that

presents a demand which threatens to exceed the person's capabilities, capacity, and resources for meeting it. Occupational stress, also known as job or work related stress was historically a term associated with business, but it also describes the difficulties faced by administrators at community colleges (Allison, 2004). This occupational stress is a direct result of the collapse of the economy, increased expenses, and decreased funding.

Wady (1998) examined the occupational stressors and coping skills of California community college administrators 128 from 110 colleges. At that time, California was going through an economic crisis, which resulted in a reduction in allocated funds for the local community colleges, which included lowering of social, and health services to the community, foreclosures, and layoffs.

Due funding reductions in public education budgets in California, community college administrators were experiencing major stress-induced characteristics and were using a variety of coping skills to continue functioning in their positions. Wady's findings clearly indicated that the coping strategy most selected by the majority of the community college administrators were strategies in the problem-solving category and the least beneficial stress-reducing technique was postponing the activity. Wady concluded the 1998 study with the recommendation that the study be replicated in other states. (Wady, 1998)

Wady's study was designed to see how these stress factors affected the community college administrators. The Wady study examined not only what

were the causes of stressors faced by community college administrators within the state of California, but in addition, she identified the coping strategies they utilized to deal with those stressors. It is unknown to her how this study impacted the field of stress and coping for community college administrators because she is not currently in the academic world (Wady, 2012) Wady is an administrator in the Department of Veterans Affairs. She has been, however, observing the following factors that are increasing stress for community college administrators: The decrease in federal, state, and community funding, the layoffs of experienced faculty and administrative personnel, the increase in teaching loads with faculty unhappiness and dissatisfaction, and the imminent retirement of Baby Boomer generation (US citizens born during the period of 1946-1966) educational professionals. She notes that these stressors are also evident in the corporate and business worlds (Wady, 2012).

Behavioral scientists have conducted numerous research studies to determine human ability to develop coping skills in dealing with stress (Veninga & Spradley, 1981). Leadership positions in corporate America have long been recognized as potentially stress producing (Vaughn, 1982). The influence of extreme stress over time often results in the loss of many top executives through resignation, mental and/or physical debilitation and premature death.

Stress and its Relation to Community College Presidents and Chancellors.

A number of anti-stress practitioners have developed programs designed to assist individuals with establishing coping mechanisms to alleviate stress.

Stress should be recognized as a fundamental hazard for top executives in education, as well as in the corporate world. Authors of reports in professional educational journals indicate that educational administrators, particularly those in top leadership categories, are subjected to these high stress phenomena (Kaiser & Polczynski, 1982). Unfortunately, many educators do not recognize the stress associated with their positions, nor do they full appreciate the potential damages related to stressors (Welt, 1984). The inability to recognize and appropriately resolve threats to one's health or career can result in severe medical and/or psychological conditions.

Research indicates that stress is increasing for collegiate level employees; this is particularly true for community/junior college presidents (Schuler, 1981). The position of college president and the expectations of the public with respect to their demands on the president have changed in recent years. Often today's college president is expected to function as a fundraiser, a politician, a soothsayer, and a problem solver (Schuler, 1981). Schuler further indicated that these pressures resulted from critical schedules and deadlines, the multiplicity and rapidness at which changes may occur, the inability to minimize available time to accomplish tasks, the fear of failure, the uncertainty of future career and life choices, the absence of clearly defined job descriptions or role definitions that are understood and accepted by those in authority and the personal feeling of being unfulfilled, but not knowing what to do about such feelings (Selman, 1990). Other pressures may come from having to deal with a Boards of Trustees who may include civic and community leaders who are not

knowledgeable about dealing with faculties, students and the legislative process in educational systems, and budget constraints when attempting to provide a quality education with limited funds (Selman, 1990). Community college presidents, who become aware of and practice personal management techniques of interpersonal relationships, are believed to contribute toward reduced job-related stress for themselves and for others within their colleges (Selman, 1990).

In 2012, fourteen years after Wady's study, according to the Financial Crisis Inquiry Report (FICIR), both the United States and the world were experiencing one of the worst economic crisis and largest unemployment rates since the Great Depression. The crisis and collapse of the U.S. economy was attributed to a few of the following factors: Collapse of the housing market, predatory loan practices, no policing of creditors which resulted in loan defaults, bailouts, overly generous executive compensations, and simple human errors (FICIR, 2011).

With so many unemployed, many individuals are deciding to go back to school to acquire a new skill set or obtain a degree and are turning to the community colleges to help prepare themselves to provide a stable and comfortable livelihood for themselves and their families. While the reasons for this upturn in enrollment are many, a predominant reason appears to be the need to improve skills to be able to take advantage of new job opportunities.

In a survey report conducted by the American Association of Community Colleges (AACC), there was an increased headcount enrollment in

2011, as compared to 2010 (AACC, 2011). In the following figures, it is easy to see that there was a dramatic increase in enrollment in 2010 when the preceding year's unemployment also had made a large increase. The largest increases were in full-time enrollment and in certificate programs. This could be interpreted as the unemployed worker returning to college to acquire new skills or update their training while using unemployment benefits to sustain their personal life. Because of the short length of time to be eligible for unemployment benefits, it was necessary for the new college student to acquire the greatest amount of knowledge in the quickest amount of time. Certificate programs are generally one to two-years in length and offer a quick way to learn a new trade and become more marketable (AACC, 2011).

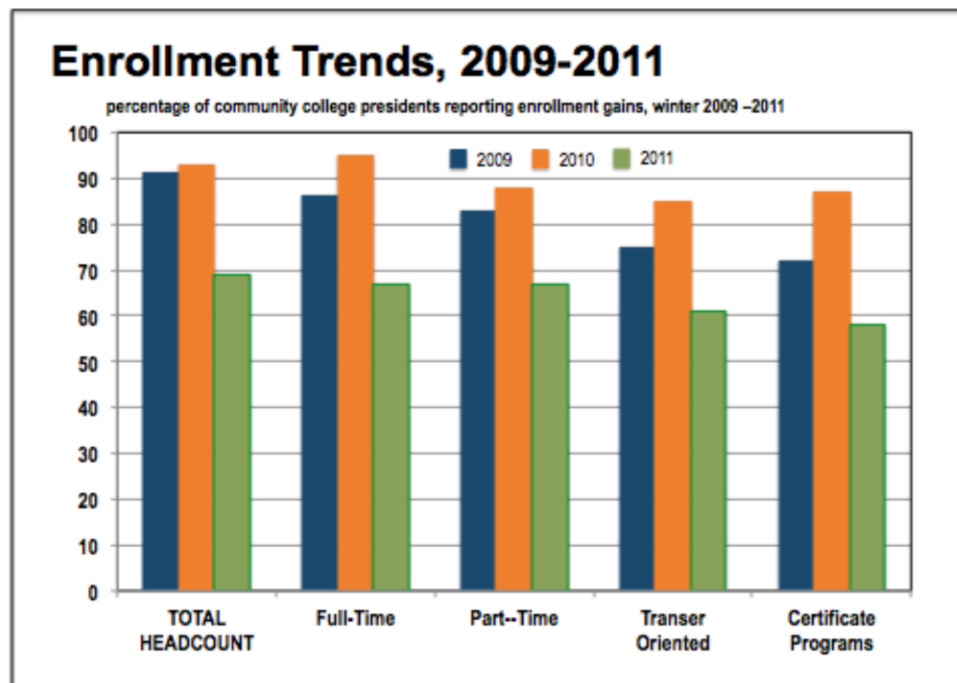


Figure 1. Enrollment trends in U.S. community colleges, 2009-2011

Unfortunately, due to the shrinking of the economy, there is also a shrinkage of funds provided by the government for education. According to the

2012 annual report from the Grapevine Project at Illinois State University, the fiscal assistance from states for higher education institutions has decreased 7.6% for the 2011-2012 fiscal years (Kelderman, 2012). “During the current economic downturn, the nation’s community colleges have been called upon to serve many more students and to do so with significantly less resources” (AACC, 2011, p. 1).

An AACC, report states that 60% of the presidents who participated in the study reported a drop in their institutions’ operating budget and 41% identified a reduction in their budget of 5% or more (AACC, 2011).

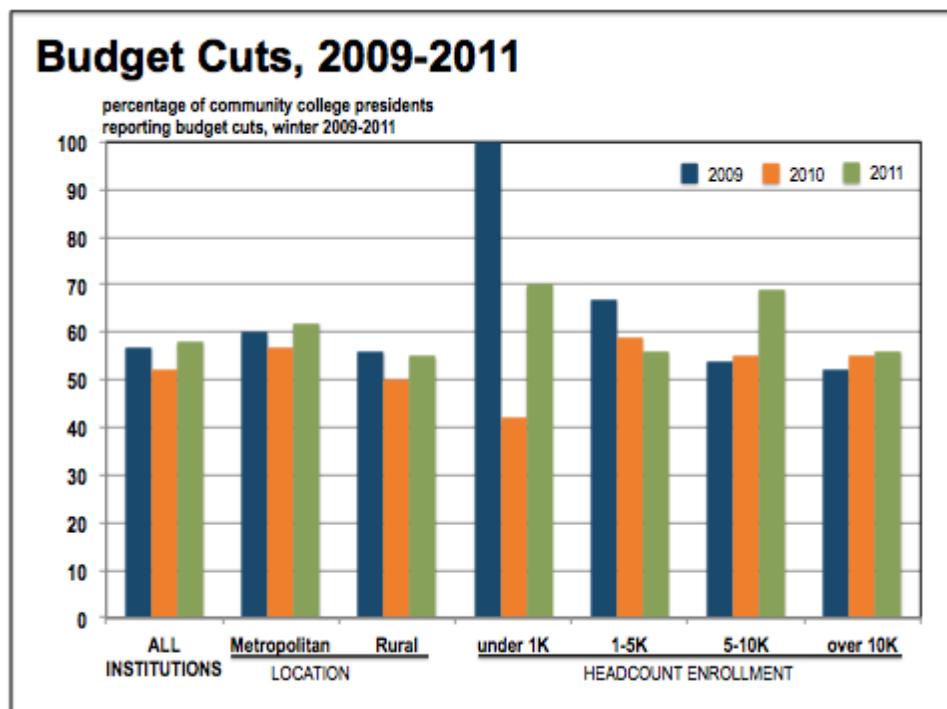


Figure 2. Budget Cuts, 2009-2011

This budgetary crisis has had an effect on community college presidents and chancellors. As J. Iwanaga stated, “For presidents and administrators in the

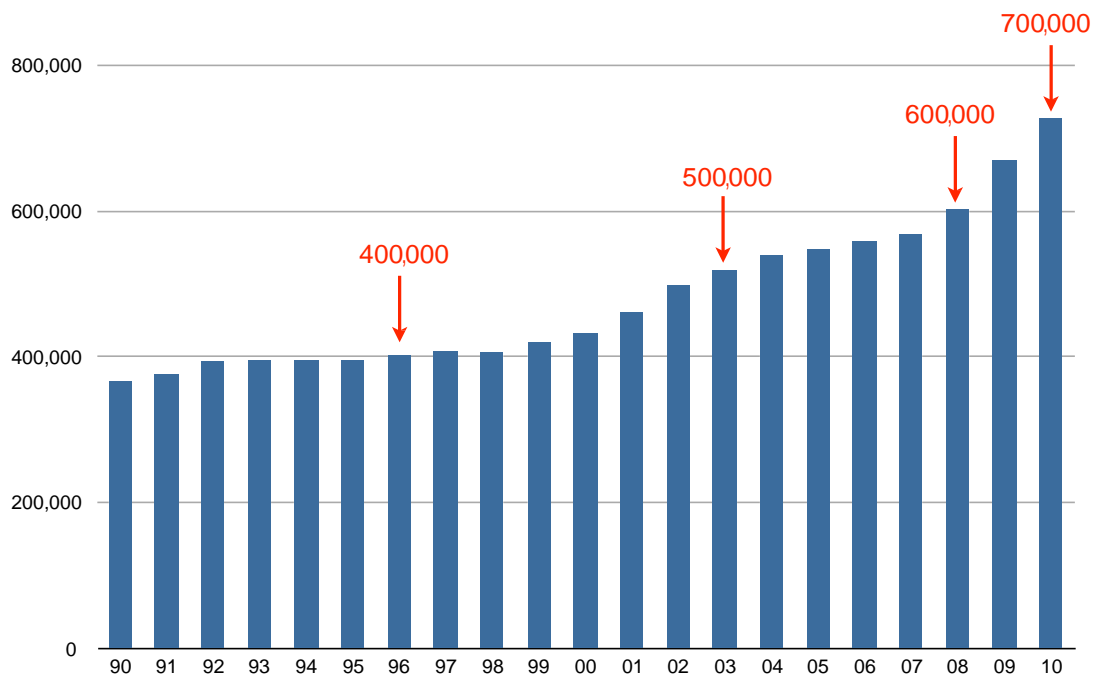
community college system, some of the perceived levels of stress appear to be related to budget constraints” (Iwanaga, 1998, p. 76). With a shortfall in financial assistance, community college presidents and CEOs are under a greater amount of pressure to graduate students, and it has been found that “for many workers, the actual fear of losing their job becomes a daily stressor. Downsizing, layoffs, and mergers have created insecurities in many workers, thereby, creating a feeling of being powerless” (Royal & Grobe, 2008, p. 530). This growing pressure of doing more with less has been stressful on both staff and faculty, but it is uniquely stressful on the community college CEOs. Some of the decisions community college CEOs have had to make include making up for financial losses by setting an enrollment cap, instituting a hiring freeze, or hiring only part-time faculty and/or staff instead of full time employees. A final example is to divide the duties of a person retiring among current employees, which puts pressure on everyone and reduces morale (American Association of Community Colleges (AACC), 2011; AACC, 2012; Texas Association of Community Colleges (TACC), 2010; Three Rivers Systems, 2011).

As the country and its community colleges try to combat all of these challenges, Texas is not immune to these difficult hardships. The Bureau of Labor Statistics has reported the unemployment in Texas between 2010 and 2012 has reached the million-person mark (Bureau of Labor Statistics, 2012). Percentage wise, unemployment has stayed at 8% since 2010 and then dropped to 7% in 2012, which is due to seasonal and part-time employment (U. S.

Bureau of Labor Statistics, 2012). The unemployment rate of Texas increased from 4½ % in January, 2008 to a high of 8¼ % in June, 2009, where it leveled off until June, 2011, when it began to slowly decrease to 7% in February, 2012 (U. S. Bureau of Labor Statistics, 2012).

Because of the extreme downturn in employment and the number of businesses and homes going into bankruptcy, this has caused many individuals to return to their local community college to gain new skills, or a degree to make them more “employable.” As this financial crisis led to more unemployment, those who became unemployed turned to education to fill a skills or education gap within their lives.

The following figure clearly shows the enrollment growth of Texas community colleges and universities. In the years between 1996-2010, the enrollment grew from 400,000 to 700,000; however the most drastic increase was from 2003 until 2010 when the fall enrollment jumped by 200,000. In just two-years, from 2008 to 2010, the enrollment increased by 100,000 students.



Sources: Texas Higher Education Coordinating Board; TACC Enrollment Survey

Figure 3 Fall Enrollment 1990-2010

Many of the community colleges in Texas are faced with the daunting tasks of serving them and serving their respective communities, all while trying to work with a reduced budget. The 2012 deficit for Texas was \$282,558,281,000 as the state legislators passed the budget for FY 2012-13 at \$80.6 billion and addressed a \$27 billion shortfall through cuts still needed to make more reductions (Sunshine Review, 2012). On April 3, 2011, the House passed the \$164.5 billion state budget by a vote of 98-49, primarily split down party lines. It cut approximately \$23 billion in state spending with cuts to K-12 education, elderly care and higher education (Sunshine Review, 2011).

Cuts to Community College Budgets

Spending cuts have affected community colleges throughout the state as they have had to undergo hiring freezes, limited staff and adjunct faculty, or merge two programs which cause staff to have to endure more obligations. This makes it stressful for the employees as well as for the community college CEOs who have to make the difficult decisions regarding allocations of funds (AACC, 2011; AACC, 2012).

Community college CEOs have described increasing demands from state systems of government to form collaborative programs and to merge programs (TACC, 2010). As stated by a TACC report in 2010:

“The higher earnings and added skills of students from Texas Community Colleges stimulate the production of income in the state. Students earn more because of the skills they learned while attending college and businesses earn more because student skills make capital more productive (i.e., buildings, machinery and everything else). This, in turn, raises profits and other business property income. Together, increases in labor and capital income are considered the effect of a skilled workforce.” (TACC, 2010, p. 10)

Now the problem remains of how to use these reduced dollars in the most positive manner and provide the maximum amount of services allowable. How this is to be done will be a problem for chancellors and presidents at all of the community colleges in Texas for many years to come, as the financial situation does not show any signs of improvement and enrollment is only going to increase due to the unemployment picture (TACC, 2010).

The Problem

The community college system in Texas includes approximately 53 community college districts (Texas Higher Education Coordinating Board

(THECB), 2014). Many districts have multiple campuses to allow for students with limited transportation or living at home to attend college with a minimum of problems.

Every community college chancellor or president is faced with making hard decisions for the greater good. Often those decisions can cause stress as the administrator must not only live with the decisions they make, but cope with the stressors resulting from those decisions. For example, spending cuts have forced many community colleges to undergo hiring freezes, limit the hiring of staff and adjunct faculty, or cut faculty and staff programs, which hurts morale and creates more obligations for existing staff and faculty. The administrators tasked with making those difficult choices are, therefore, also under enormous stress. These pressures invade the entire workplace and impact administrators and CEOs in unique ways. Some of these ways may include working with a faculty that is being forced to teach more classes with larger enrollments, staff that is being required to perform more duties in the same number of hours, students who are unhappy with the scheduling process and class sizes, the local faculty and staff associations, the media who are reporting on these problems, or the fear that court litigation may arise due to these changes (AACC, 2011; AACC, 2012; TACC, 2011; Three Rivers Systems, 2011).

The various types of stress researched by psychiatrists, psychologists, and others interested in this phenomena include psychosocial, psychological, and physiological stresses. These researchers are analyzing the types and reasons for these increased stress levels to find ways to reduce the stressors

themselves. Psychological stress in the workplace was addressed by R. L. Kahn, a Psychologist, author of “The Social Psychology of Organizations,” as early as 1964. Kahn’s work suggested that stress arises in the organization when workers have ambiguous job requirements (Slater, 1994). Stress is demonstrated by an increased sense of futility and a decrease in self-esteem (Kahn, 1964; Kahn, de Wolffe, Quinn, Strock, & Rosenthal, 1984). Organizational behaviorist Tosi, Rizzo & Carroll (1986) also stated that psychological strain due to job pressures increased when little decision-making power existed. “Pressure is experienced when one must respond in ways that others want, rather than the way he/she desires” (Tosi, et al., 1986, p. 297). Psychologist, French and Caplan (1973) also identified participation in decision making as one of the major factors in the degree of stress workers experience on the job.

A major focus of stress research has been directed toward the physiological dimensions. French and Caplan (1973) investigated physical and mental health in the organizational structure. Their work centered on the relationship between job stress, satisfaction, and specific physical disturbances. Their findings supported the idea that employees believe that job stress leads to less mental and physical well-being (French & Caplan, 1973). Other researchers, including Cooper & Marshall(1973), who reviewed studies that focused on heart disease related to stress, and (Goldberg, 1972). who examined the relationship of stress to other illnesses such as ulcers, hypertension, and migraines, suggest that people get sick from stress at work (Tosi, Rizzo &

Carroll, 1986). The ways in which people cope with stress are manifested by physiological responses and/or psychological or behavioral actions that are triggered to manage or endure the demands of the stressful event. Physiological responses often reported in the literature when stress is recognized include biochemical changes such as an increase of adrenalin, blood sugar problems, faster heart beat and muscle tension (Goldberg, 1978). Seliger identified nervousness, smoking, changes in appetite, cold hands, indigestion, diarrhea, muscle spasms or soreness and tightness in jaw, back or neck, shoulders or lower back, shortness of breath, headaches, tiredness, and sleeping too much as some of the physiological responses to stress (Seliger, 1962). Lambert a psychologist and professor who specializes in measuring behavioral changes, believes psychological or behavioral responses include cognitive coping strategies that require appraisal of the stressful event and taking action such as meditation, relaxation techniques, problem solving, biofeedback, talking with others, and reading as some of the ways to cope with stressful events (Lambert, 1969).

Researchers suggest that stress, coping behaviors and job demands seem to be highly specific and related to the type of organization and occupation. Charles de Wolff (1986), in his review of organization and occupations, suggests that researchers would do better to concentrate on exploring coping behaviors in specific situations; such explorative studies require homogeneous samples that also take organizational differences into account. By studying

particular groups, one learns more about the way in which people cope (de Wolffe, 1986).

Although some research has focused on management development tools addressing coping and work related stressors in other states or school districts, or with different educational personnel, none addressed the community college CEO. Specifically, Wady,s 1998 study became the landmark to document the stressors and coping techniques for community college leaders in California. Wady suggested, that the 1998 study be replicated across other states. Furthermore, after careful investigation through various research tools such as; ERIC, EBSCOhost, dissertation abstract, national library databases and web based search engines, there are few studies have followed Wady's recommendation or focused on the job related stress, but not stressors and coping mechanisms of community college chancellors and presidents in the state of Texas. The limited research available has focused on community college outside of Texas. Texas community colleges are only second to California community colleges in terms of students served and number of campuses. This study is important as Texas will continue to have larger enrollments and students requiring access to credentialing programs. Thus this study is very narrow in its parameters to be very specific in its data findings to support Texas community college CEOs.

According to some experts, community college administrators will become cognizant of their resources, and will seek them out, and utilize them to deal with the pressures related to their profession (Thomas, Matherne, Buboltz

& Doyle, 2012). However, Saffer (1983), Slater (1994), Vaughn (1982, 1989), and Wady (1998) argue that research regarding stress has focused on stressors but not on coping. This is particularly true for community college chancellors and presidents. Given the need to further expand knowledge about how chancellors and residents address the various stressors in the community college system, it is relevant to address coping strategies in other states, such as Texas, because different regions might undergo different challenges. This study will expand on Wady's research by asking how Texas community college chancellors and presidents cope with stress that is related to role pressures, task pressures, boundary-spanning pressures, or conflict-mediating pressures.

The Texas Community College system has 53 community colleges that are uniquely different depending on the area of the state where the community college is located. No matter the section of Texas, each college has a distinctive verve and organizational climate, but they all resoundingly share a common mission and vision which centers on student success.

The San Jacinto College District (SJCD) is located in Pasadena, Texas, a small town just southeast of Houston. To serve the needs of the community, SJCD has three campuses, located in north, south, and central Pasadena. These locations provide easy access for the citizens who reside in the area of the San Jacinto College District (SJCD, 2010). SJCD is home to over 26,000 students and offers more than 140 academic and technical programs. The student population reflects the diverse community it serves.

A different example of a community college is Lee College, which is located in Baytown, Texas. Lee College is a close-knit organization with numerous faculty and staff members coming from the community. Baytown's future is changing and with it, the future of Lee College. The city's population is aging which decreases future enrollment. The economy of Baytown is declining; therefore, it is not attracting new businesses or people, which will affect potential enrollment and the tax base. A large Hispanic population living below the poverty line cannot contribute to property taxes (Lee College, 2010).

Another example of a different focus of a community college is Houston Community College (HCC). Houston Community College is one of the largest and most well-established community colleges in the nation averaging nearly 69,000 enrollments annually. HCC actively recruits international students and enrolls more students than any other U. S. community college (Houston Community College, 2000). In addition to encouraging international students to attend HCC, the school also sends students to study in other countries. HCC was selected from among eight U. S. community colleges for the partnership with the Community College of Qatar, which will use the HCC curriculum and be covered by HCC's accreditation (Houston Community College, 2000).

The James Connally Technical Institute (JCTI), an arm of Texas A & M University, was established in 1965 to meet the states evolving workforce needs. In 1969, the college separated from Texas A & M University and became an independent state college known as The Texas State Technical Institute (TSTI), with its own Board of Regents. Additional campuses were

created in Amarillo, Sweetwater, McAllen, Abilene, Breckenridge, Brownwood, and Marshall. In 1991, TSTI was renamed Texas State Technical College (TSTC) (Texas State Technical College, 2011). TSTC is the only state-supported technical college system in Texas. The TSTC system has a different leadership structure and governance board than the other community college in Texas. The mission of TSTC is set by the state legislature, and the Board of Regents is appointed by the Governor instead of being elected like the governing boards of the other 49 college systems in Texas. The nine regents are appointed for six-year terms and operate under the direction of a system-wide chancellor (Texas State Technical College, 2011).

These four examples of community colleges in Texas show the differences between many of the colleges. While some colleges are small 5,000-6,000 student, one campus systems, others are 60,000-70,000 multi-campus systems. Some are old, long-time campuses which are having continual problems with maintenance and up-keep while others are very modern, high-tech facilities, with state-of-the-art equipment. Some colleges are governed more closely by elected Boards of Trustees, while TSTC is governed by a Board of Regents appointed by the Governor. But in every case, improving student performance and graduation rates is of utmost importance.

As pressures increase from governments to do more with less and yet yield positive outcomes, the amount of stress created for community college administrators who are responsible for making that happen, increases exponentially. As Dr. Jesus Carreon, Chancellor Emeritus of the Dallas County

Community College District states, “stress and increased demands for a leader...complicates the lives of college presidents and chancellors” (Carreon, 2004, p. 16). As many presidents have to work to ensure their respective community colleges are meeting the needs of who they serve, it can put stress in their lives and it is the ways they cope with this stress that can assist them in dealing with those stressors. As stated, “The relationship between stress and strain is moderated by the amount and the nature of coping resources possessed by the individual” (Thomas, Mathererne, Buboltz & Doyle, 2012, p. 39). To understand stress, we must recognize a critical distinction: The difference between “stressors” and “stress.” “Stressors” refer to outside forces that we must deal with. “Stress” refers to the response of the individual to these stressors. It is not so important what happens to us (stressors) but how we relate and cope with it. It is this response to these stressors that largely determines the severity of stress in our life (Chip Health, 2012).

Purpose of the Study

The purpose of this study is to identify the coping strategies utilized by chancellors and presidents in the Texas community college system to manage stress associated with their official job functions. This will be done by designing three research questions to examine how community college presidents and chancellors in Texas deal with their stress caused by job pressures.

In a research study in California, Wady (1998) found statistically significant variations between coping techniques utilized by college leaders.

There were no considerable variations related to age or years of experience among staff in their selection of coping techniques. The statistics indicated that problem solving and taking action were identified most as beneficial, while delaying action techniques were least effective. Conflict-mediating demands were shown to be the greatest source of knowledgeable job pressures; boundary spanning and undifferentiated pressures were the least prominent. According to the study, successful administrators used a variety of coping techniques unique to their character and the demands of their job. This study will continue the previous research and expand on it with more time-relevant questions. Wady concluded her study by recommending that this study be replicated across other states and their community or junior colleges to ascertain if the stresses and coping strategies that are utilized by the selected educational administrators in the California community college system are unique or descriptive of executive-level, postsecondary educational management (Wady, 1998).

Research Questions

- 1) What coping strategies were utilized by Texas community college CEOs to manage job pressures arising from:
 - a. Role pressures
 - b. Task pressures
 - c. Conflict-mediating pressures
 - d. Boundary-spanning pressures
- 2) What are the differences, if any, in selected coping strategies utilized by Texas community college CEOs related to age, gender, ethnicity, and years of experience?

- 3) How do Texas community college administrators describe conflicts regarding role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures?

Brief Overview of Methodology

DESIGN

The methodology for this study is quantitative, which are research techniques used to gather data that can be measured in numbers and is easily used for comparisons. The design, however, is descriptive. Gravetter & Wallanau define descriptive statistics as, “techniques that take raw scores and organize or summarize them in a form that is more manageable” (Gravetter & Wallanau, 2009, p. 6). Another common practice is obtaining the middling number from a set of numbers in order to synopsise a result. They also stated that a widely known collective practice would be calculating an average number through the summarization of a small number of totals. They also stated, “Note that even if the facts set has countless scores, the average provides a single detailed value for the whole set” (Gravetter & Wallnau, 2009, p. 6).

During the survey process, participants will first be asked to reflect on a challenging situation. The structure of the survey instrument will be based on psychologists Loftus & Palmer’s 1974 study and will be used to determine the outcomes. The structure of the design will be represented by a matrix with independent variables, which will determine the rows of the matrix and the two categories for the dependent variables (yes/no) will determine the columns. The number in each cell of the matrix will be the frequency count showing how many participants are classified in that category (Gravetter & Wallnau, 2009).

PARTICIPANTS

The participants selected for this study are community college presidents or chancellors who belong to, and are voting members of, the 2012-2013 Texas Association of Community Colleges (TACC). This association acts as an umbrella organization for public community and junior colleges in the state, lobbying for favorable legislation, acting as a clearinghouse for information about community and junior colleges, and serving as a liaison between its various participating institutions (Long, 2012). The TACC is a non-profit association that includes all 53 public community college districts in the state. The General Appropriations Bill and legislation affecting public community colleges have been and will remain the principal concerns of the TACC (TACC, 2010).

Wady's study focused on all executive college level community college administrators, but this study is narrowly focused on Texas, CEOs, the chancellors and presidents of community colleges because this organization has the most robust sample of the population and most directly deal with the stressors mentioned earlier. Only voting members the 2012-2013 Texas Association of Community Colleges (TACC) will participate in this study because they are the top administrators of their institutions and this study requires the participation of the presidents and chancellors who have an overall knowledge of their institutions and report to the Board of Trustees.

When deciding whether to use selective sampling, purposeful sampling or random sampling, it was decided to use selective sampling or purposeful sampling because this gives the administrators in the Texas community college

system who are most affected by the stressors of governing an opportunity to provide the best information as participants. However, because the group of participants in the study is very small, it will be best to utilize all of them as participants instead of using random sampling.

DATA COLLECTION INSTRUMENT

The data collection instrument will be in the form of a self-reporting questionnaire, called the Community College Administrator's Coping Questionnaire (CCACQ), similar to the one utilized in the study administered by Dr. Gwendolyn Wady to solicit information on the subject's choice of coping strategies. The CCACQ used in Wady's 1998 study was modified from the one used in Slater's 1994 study, which was based on Folkman & Lazarus's 1988 study on the six methods of developing coping strategies which were: Taking action, personal resources, co-worker support, supervisor support, delaying action, and problem solving. The survey instrument itself has six components comprised of questions asking participants to rank choices, answer yes/no questions, and respond to one open-ended question regarding demographics and coping.

Definition of Terms

Boundary-spanning stress promotes tension when the occupational position of the person experiences the stresses of conflicting roles (Tosi, Rizzo & Carroll, 1990).

The **community college chancellor/president/chief executive officer (CEO)** is the leader of the community college, whether they hold the title of President or Chancellor. This person has primary responsibility for the

instructional, operational, or organizational functions of the community college system (Selman, 1990).

Conflict-mediating stress refers to the role conflict where the stress stems from unreliable or opposing expectations (Wady, 1998).

To **cope** is to deal or come to terms with problems or difficulties in a calm and successful manner (Folkman & Lazarus, 1988).

The term **Demographic** for this study refers to age, gender, ethnicity, and years of experience, and role of the CEO to establish the context of the data gathered.

A **mentoring program** is a process for an informal transmission of knowledge, social capital, and it gives the psychological support seen by the recipient as relevant to the work site

Occupational stress is a function of the level of psychological demand and the level of decision control work (Folkman & Lazarus, 1988).

Role-based stress arises from within work groups and shows the demeanor of people by the functions that they perform (Kahn, 1964).

Stress is defined as a physical or mental tension resulting from factors that tend to alter an existent equilibrium. It is the body's involuntary reaction to a demanding way of life. Generally, stress results from overwork or fatigue, threats to security, threats to self-esteem or basic goals in living, adjustment to new experiences, or rapidly changing environmental facts (Seyle, 1976).

Stressors are the causative agents that produce conditions of stress. It is the demand placed upon the body to which the body must respond (Seyle, 1976).

Task-based stress stems from the clarity of occupational duties (Wady, 1998).

Tension is the disturbing and upsetting feeling a person gets when the body mobilizes to deal with a real or imaginary threat. Tension persists so long as the body remains in a state of mobilization (Folkman & Lazarus, 1988).

Delimitations

This study will only examine the coping strategies used to reduce job-related stress by Texas community college CEOs and will not include other community college officers. For the purpose of this study, the participants selected will be limited to being community college presidents or chancellors (CEOs) who belong to, and are voting members of, the 2012-2013 Texas Association of Community Colleges (TACC). Because the goal of this study is to incorporate, only those who have an overall knowledge of their institution, and report to the Board of Trustees of their respective college, only members with the title of community college president or chancellor will participate.

Limitations

One of the benefits of using a quantitative survey is that it allows the individual to assess and evaluate information. The connection between a separate and reliant variable is analyzed in detail. This is beneficial because the researcher is more able to affect a useful function though not as a result of

planning or design about the conclusions of the analysis. A disadvantage of a quantitative study is that it is sometimes only possible to gather a much smaller and/or trivial dataset. The results are restricted as they offer mathematical explanations rather than a specific story and usually offer less personal records of human experience and perception. The analysis is often performed in a synthetic atmosphere so that a level of control can be maintained. The growth of conventional concerns by researchers can lead to ‘structural’ prejudice and bogus reflection, where the conclusions actually reflect the assumptions of the researcher rather than the evidence itself (Gravetter & Wallnau, 2009). Ex-post facto descriptive statistics are numerical techniques used to review, organize, and streamline statistics.

This approach is helpful because it facilitates the analysis of large quantities of data (Gravetter & Wallnau, 2009). No extrapolation is allowed or even possible. A limitation is that ex-post facto means “after the fact,” so the study is asking the participants to reflect on previous experiences which depend on memories and recollections that can be flawed or faulty. In the Loftus & Palmer study, there is a limitation to the data analyzed because the study does not produce a score for each participant; instead, each individual is categorized into one of two groups (yes/no). Because there are no mathematical ratings, it is difficult to estimate a mean or a difference in the information. Therefore, descriptive statistics will be utilized by taking raw numbers and organizing them in a more concrete structure (Gravetter & Wallnau, 2009).

Assumptions

An assumption of this study is that community college CEOs will continue to experience occupational stress and need to use coping skills to address and relieve that stress, to remain effective as a leader. An additional assumption is can be made that stress will continue as stresses may be related to environmental issues of the individual college campuses and community college districts.

Significance of the Study

Several trends will continue to impact community colleges in Texas: Dwindling government funding, growing enrollment, enrollment caps, hiring freezes, hiring of part-time faculty and staff, merging programs, increases in class size or teaching overload, increased expenses, and pressures from government and the public to do more with less (Green, 2010; TACC, 2011). Other challenges include completion agendas, serving students who are not college ready, attending to the needs of diverse students – including students with disabilities and those who are attending for the first time – increasing student transfer rates to four year universities, and the need to manage all of these issues while keeping morale high (Green, 2010; TACC, 2011).

As a result, several complex obstacles are likely to have an impact on community colleges and their CEOs who try to maintain a positive outlook for the sake of the students, staff, faculty, communities, and governing boards. The CEOs and governing boards must have a relationship of respect, support, communication, and clear expectations. The board is there to represent the

community, hold the CEOs accountable for the institution, as well as help the CEOs facilitate with the administration of the institution. The CEO, in turn, answers to the board and keeps them abreast of the daily operations of the college as well as seeks guidance and support (Smith, 2000). The CEO-board relationship, when it is positive, can make the administration of the institution run smoother. If the relationship between the board and the CEO is negative, it can make the administration of the institution stressful and cause strain, which “can hamper the CEO’s efficacy” (Boggs, 2003, p. 1).

Findings from this study will build on the scholarship initiated by Wady (1998) and add to the research on management development techniques. Specifically, coping and stress management in diverse community college administrative work settings, and show resources that can be utilized to assist new community college CEOs. The six survey categories of problem solving, personal resources, staff support, faculty support, taking action, and delaying action provide context for survey responses question. The next and final section will address how these finding are important to leaders and future leaders of community college. Results from this 2013 study can be utilized to create or enhance training programs to assist both novice and established CEOs to cope with pressures associated with their occupation. A brief overview and a succinct outline of the chapters will give the reader an opportunity to learn more about this study.

Organization of the Study

This study is organized thusly: Chapter One includes background information on factors that generate stress in the experience of community college CEOs; a statement of the problem; description of the purpose of the study; delimitations; limitations; significance of the study; and definitions of terms. Chapter Two contains a literature review, background information about the Texas community college system, the role of the boards of trustees and top administrators. Chapter Three discusses the methodology and the procedures employed to collect and analyze the survey data. Chapter Four provides the findings of the studies and Chapter Five provides themes, implications and recommendations for the examination of the phenomena of stress coping mechanisms and recommend areas of further research.

Summary

This study is extending the work of a 1988 study by Wady on the coping skills of community college CEOs by investigating the unique economic and political context of Texas. As the financial crisis leads to unemployment, many jobless people are turning to education to fill a skill or education gap within their lives. Many of the community colleges are faced with the daunting tasks of serving them and serving their respective communities, all while trying to work with a reduced budget (TACC, 2010). For the reason that CEOs are expected to do more with less, they are under pressure to administer an institution successfully with fewer resources (Green, 2010). The goal of this study is to improve understanding of how these administrators cope with

stressors related to role, task, conflict-mediating, and boundary-spanning pressures. The ultimate objectives are to extend upon the previous study conducted by Wady as well as contribute new resources for current and new CEOs.

CHAPTER 2: LITERATURE REVIEW

In Chapter One, the study on how community college chancellors and presidents deal with stress was introduced and described. The problem, purpose of the study, research questions, and brief overview of the methodology, delimitations, limitations, assumptions, and significance of the study were also discussed. Chapter Two identifies the following topics related to this study: Stress in general, stress types, community college CEOs, stress in relationship to higher education, coping skills in general, coping skills for community college CEOs, and conclude with a comprehensive review of the literature.

History of Community College Leadership

Now that there is an understanding of how community colleges are governed, it is important to understand how governance in community colleges in Texas have developed. The functions of the community college CEO have evolved considerably since the role of a community college CEO was created. In the beginning, community college CEOs were building the foundation of an educational system that served the community it resided in, but today that role is very different. Dr. Jesus Carreon, President emeritus of Portland Community Colleges writes, “Although the founding leaders of the community college movement were the pioneers and the builders, today’s leaders operate in a more complex world” (Carreon, 2005, p. 18). Just in the last 30 years, the job duties of a community college CEO have changed (Brown, Martinez & Daniels, 2002).

Addy (1998) and Gonzalez-Sullivan (2001) describe the evolution of community college presidents through different stages. Addy (1998) describes three frameworks of evolution, beginning with the first generation in the late 1960's and early 1970's when there was a community college opening every week. The second generation served in the late 1970's to early 1980's. This generation was known for helping to expand community colleges. The third generation, which served from the mid 1980's to the present, has been tremendously impacted by technology and its numerous effects on education. However, Gonzalez-Sullivan (2001) describes four stages in the history of community college leadership: The first is the Founding Fathers, followed by the Good Managers, the Collaborators and the Millennium Generation (Gonzalez-Sullivan, 2001).

Miksa's (2009) summary of Gonzalez-Sullivan's four-generation model and the corresponding characteristics is provided in the chart below.

Table 1. Leila Gonzalez-Sullivan's Four Generation Model		
Generation	Name	Characteristics
1st Generation	Founding Fathers	Presidents were in charge of starting colleges
2nd Generation	The Good Managers	Presidents carried on the role of the "Founding Fathers" and expanded the community college mission
3rd Generation	The Collaborators	Presidents inherited an increasingly complex organization dealing with issues of institutional control

4th Generation	The Millennium Generation	Presidents currently taking charge, focusing on fundraising, building trust, providing a vision, and developing relationships
----------------	---------------------------	---

Figure 4. Gonzalez-Sullivan's Four Generation Model

The “Founding Fathers” initiated the community college movement. They were the architects who built everything from the infrastructure to supportive relationships with governmental officials and the community. The second generation, known as the “Good Managers” built on the foundation handed to them by the first generation. Their goal was to expand the mission of community colleges in a time when there was an unlimited supply of resources and growth (Gonzalez-Sullivan, 2001; Addy, 1995; Miksa, 2009).

During the 1970’s and 1980’s, there was a shift in the dynamics of leadership. Where the initial focus was on growth of enrollment and managing the organization, the issues that the CEOs faced changed due to shifts in power dynamics. The role of the CEO grew more complex and evolved due to more entities wanting his/her attention. For example, this was the era when community colleges started to receive less funding from the government and had to think of ways to generate profit while at the same time being realistic and developing a sustainability plan for the college’s future (Gonzalez-Sullivan, 2001; Addy, 1995; McClenney, 1978; Sims, 1978; Miksa, 2009).

The third generation is known as the “Collaborators.” They came into power at a time when technology was making a huge impact on education. This era saw the explosion of the internet, the introduction of distance education with on-line classes, and the utilization of different forms of

communication, such as e-mail. Also during this time in American history, the country was facing a recession, which meant lack of funding for community colleges, which were also addressing the issue of the under-prepared students. This generation of leaders is responsible for “drawing disparate groups together to leverage scarce resources and make access to higher education truly universal” (Gonzalez-Sullivan, 2001, p. 560).

The fourth generation, known as the “Millennium” was, and continues to be, greatly concerned about the financial viability of their institutions. With funding dwindling, this generation must rely on partnerships and profit-generating revenues and must be skillful at fundraising (Gonzalez-Sullivan, 2001; Addy, 1996; Miksa, 2009).

Gonzalez-Sullivan and Addy’s narratives about the changing roles of community college CEOs are very insightful (Gonzalez-Sullivan, 2001). The American Association of Community Colleges 21st century’s “Commission on the Future of Community Colleges” inspired this researcher’s development of the newest generation, which is labeled “The Strategists,” because the current generation of community college CEOs has to do more with less and must take strategic approaches in relation to finances, accountability, technology, access, equity, relations (both internal and external), student success, the environment, and the global economy. The 21st Century Commission assembled community college CEOs, administrators, scholars, advocates, civic leaders and stakeholders from business and industry, to craft a blueprint for the future of community college access and completion (AACC, 2011).

Within the report, the Commission gave recommendations and strategies as tools for effective practices in community colleges: Building on the legacy of the contributions of community colleges, the Commission calls for a new vision, grounded in the “Three R’s.” Incorporating the seven recommendations, the “Three R’s” consist of redesigning students’ educational experiences, reinventing institutional roles, and resetting the system to create incentives for student and institutional success. Each of the recommendations is accompanied by a set of implementation strategies that are described in the body of this research (AACC, 2011).

With these recommendations, the findings in the report reveal that the role of community college CEOs is changing, and there is a new vision that this new generation of leaders should adopt. They need to redesign students’ educational experiences by increasing completion rates of community college credentials of certificates and associate degrees by 53% by 2020, while preserving access, enhancing quality and eradicating attainment gaps associated with income, race, ethnicity and gender. College readiness needs to be dramatically improved; by 2020, they need to reduce by half the number of students entering college unprepared for rigorous college-level work, double the rate of students who complete developmental education programs and progress to successful completion of related freshmen-level courses. Additionally, the CEOs need to close the skills gap by sharply focusing on career and technical education by preparing students with the knowledge and skills required for existing and future jobs in regional and global economies.

The CEOs need to reinvest institutional roles by refocusing the community college mission and redefine institutional roles to meet 21st century education and employment needs. They also need to invest in support structures to serve multiple community colleges through collaboration among institutions and with partners in philanthropy, government, and the private sector. Resetting the system means targeting public and private investments strategically to create new incentives for institutions of education and their students to support community college efforts to reclaim the “American Dream” and implementing policies and practices that promote rigor, transparency, and accountability for results in community colleges (AACC, 2011).

As community colleges have changed, so have the roles of community college CEOs. “There is a pressing need to think more clearly and comprehensively about how future presidents are identified, what will be expected of them, and how they can be guided most effectively through the presidential transition process” (Martin & Samels, 2004, p. 6). The expectations of the job are more complex and demanding than ever, and CEOs are not immune to the pressures associated with those changes. As community colleges change, CEOs need to develop coping strategies to confront the unique challenges they face.

Community College Governance

Unlike California, North Carolina, or Alabama, which have a chancellor system, which provides for a chancellor who oversees and provides leadership

specifically for community colleges for the entire state, Texas is under the leadership of the Texas Higher Education Coordinating Board (THECB). The Texas Higher Education Coordinating Board (THECB) provides leadership and coordination for the Texas higher education system. Since being created by the Texas Legislature in 1965, the Board has worked to achieve excellence for the college education of Texas students (THECB, 2012). The mission of the THECB is to work with the Legislature, the Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, *Closing the Gaps by 2015* (THECB, 2012).

This mandate was adopted in October 2000 by the THECB with strong support from the state's educational, business and political communities. The plan is directed at closing educational gaps in Texas as well as between Texas and other states. It has goals to close the gaps in four areas: Student participation, student success, excellence and research, thereby providing the people of Texas the widest access to higher education of the highest quality in the most efficient manner (THECB, 2012). The THECB is led by a state-level commissioner, whom is responsible for the leadership and vision of all higher education in Texas. There are assistant commissioners who lead individual areas within this complex organization. The THECB works with many organizations, institutions, and legislators to promote education policy. One of those entities is the Texas Association of Community Colleges (TACC).

The TACC is an organization that is comprised of community college CEOs. TACC is a non-profit association that includes all 53 public community

college districts in the state. The General Appropriations Bill and legislation affecting public community colleges in general have been and will remain the principal concerns of TACC (TACC, 2012). TACC develops and promotes educational programs and services that benefit Texas higher education (TACC, 2012). In addition, “they also articulate policies directly to the districts or colleges they represent” (Nevarez & Wood, 2012, p. 233). Within the state, there are separate districts, and each of the districts has a local board referred to as the Board of Trustees.

Community colleges are organized in various methods such as single campus colleges, multiple campus colleges, multiple site colleges using contracted and leased space, multiple college campuses in a district, and a variety of the aforementioned. The examples below are very specific to illustrate by organizational chart. The first organizational chart is of a multiple campus system under one college/district name (Austin Community College). The second one is the organizational chart for a multi-college campus system under a district name (Alamo Colleges).

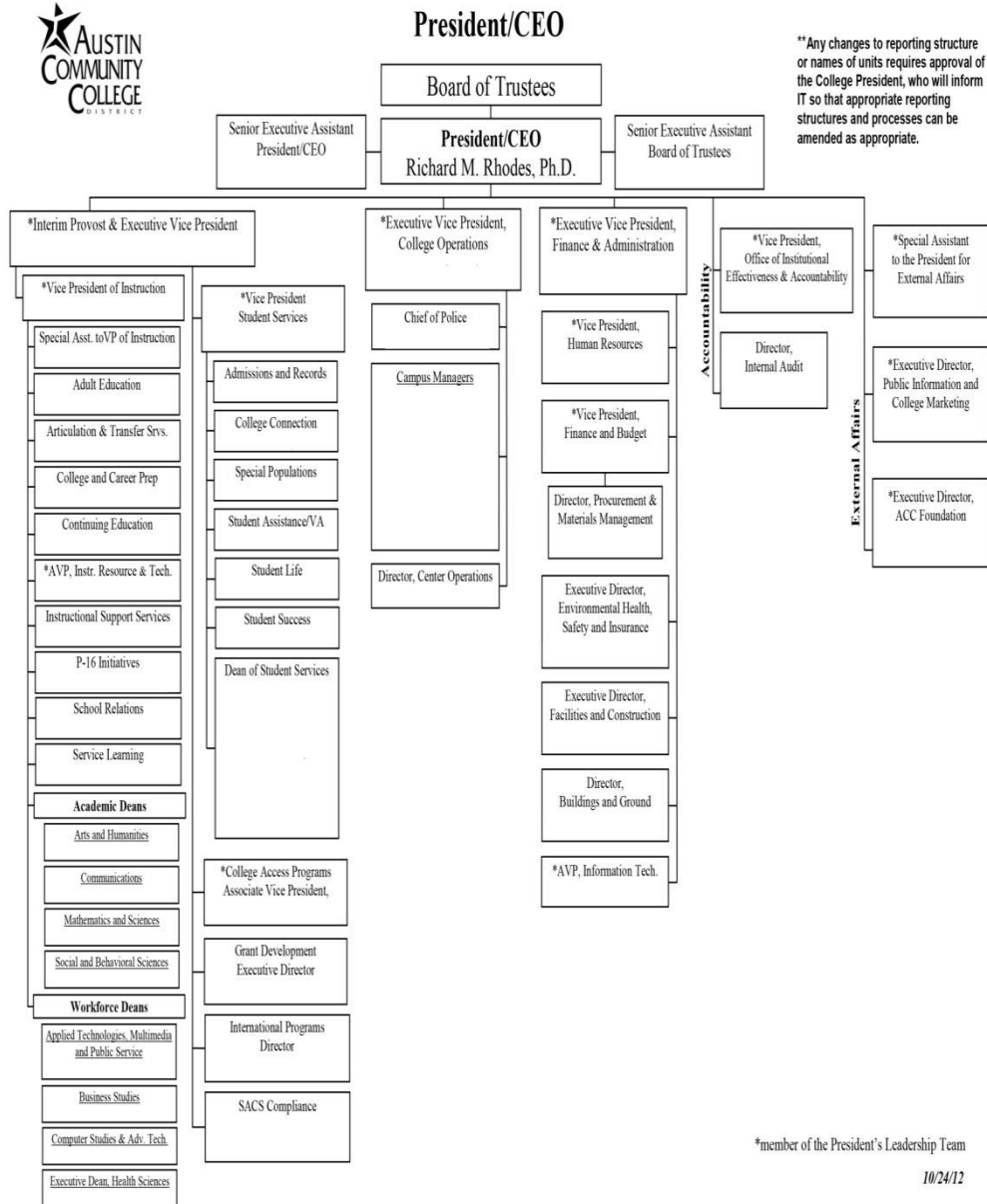


Figure 5.Org Chart Austin Community College

Alamo Colleges

Below is the organizational chart for a multi-campus system. As the reader can see, it is much different from a one-campus system.

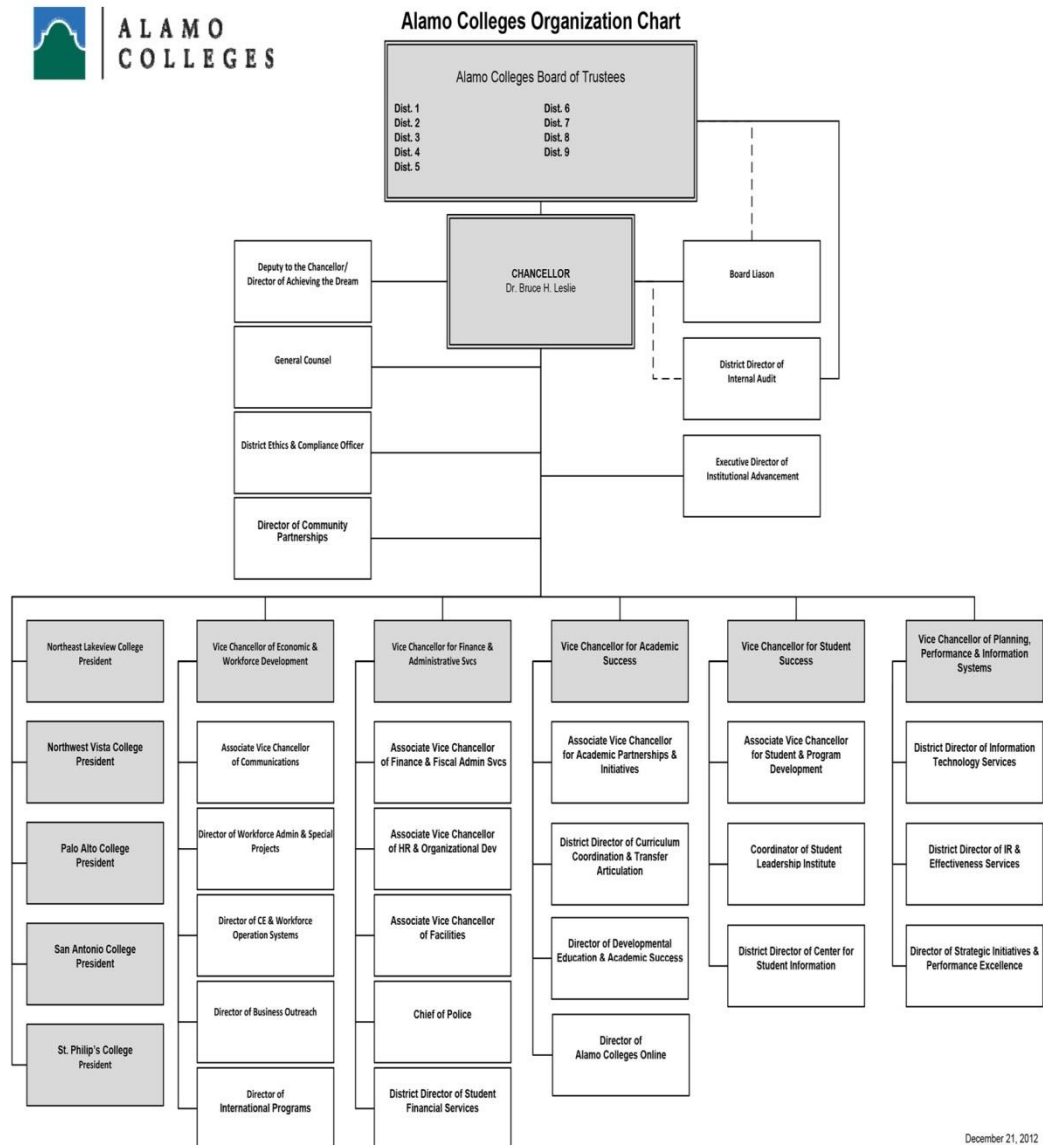


Figure 6. Alamo Colleges Organizational Chart

The Board of Trustees

The board of trustees is a group of from five to fifteen elected individuals for each community college district in Texas. According to Vaughn & Weisman, there “would be a trustee’s campaign for board membership, much as they would if they were running for any political office” (Vaughn & Weisman, 1998, p. 24). The board of trustees is responsible for hiring the chancellor of the system for multiple colleges with multiple presidents or a single president if it is a one campus system. They are also responsible for hiring any other executive members of the community college system, depending on the policies of the individual community college. The board of trustees also works with the community college CEO to ensure that the accountability, development, and implementation of policies of the community college are met. The board of trustees is not involved in the day-to-day operations, which are the responsibility of the community college administrators (Nevarez & Wood, 2011).

The objectives of the board of trustees are as, “stewards of the public interest, who represent the interests of the stakeholders of the college, represent local communities, regulate the college, and are responsible for ensuring that state interests are considered in decision making” (Smith, 2000, p. 16). An effective group of board members can equally create a strong and effective college (Boggs, 2006; Smith, 2000). This can be accomplished by carrying out

their roles and responsibilities as representatives of the community governing the institution (Smith, 2000).

The board of trustees, as a whole, is an assembly and has nine major obligations or elements. The first obligation is to realize that the Board governs as a unit, with one voice. This concept has powerful significances for each trustee as they are part of that assembly. This principle has profound implications for individual trustees as they are part of the corporate body. They have energy only when they are performing as a panel. Each trustee brings his or her abilities, skills, and qualifications to the Board, but has no authority to act on his or her own to further personal plans or direct college workers or functions. In order for the Board to become a natural and well-functioning device, trustees must make the governing group work as a team. The end product requires a trustee identify the authority of the Board as indicated in one speech and are willing to work towards mutual objectives (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

A second obligation of the board of trustees is that they characterize the community for whom they hold their two-year institution in trust. They are accountable for controlling and developing a wide range of best practices, needs, and guidelines that benefit the future of their college. In order to meet their obligations as trustees, Board members should try to understand as much as possible for areas they are held accountable for. trustees use what they understand to make choices and be accountable for the community's needs, and

principles (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

The third obligation for a successful Board of trustees is the need for a successful work environment to set the policy directions. The Board offers direction and assistance to the CEO and to the other administrators of the higher education institutions through their policies. It is the responsibility of the Board to establish and uphold the vision and mission and clearly reflect the expectations of the students and communities. In the end, the Board's responsibility is to adopt policies that define what the results of all of the college's efforts should be. It is necessary for Boards to be visionaries and to be aware and anticipate the future and how they will meet the needs of the institution, the community, and the students they serve (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

The fourth element needed for an efficient and effective governing body is "good relationships" between the Board and the CEO. The CEO is the main agent of the Board and is the single most powerful person in developing an excellent organization. Choosing, assessing, and assisting the CEO are among the Board's main responsibilities. The CEO is employed to present and carry out Board recommendations, but the Board of Trustees looks to the CEO for guidance and academic authority. This relationship is based on clear communications and expectations.

Successful Boards of trustees establish policies for quality, ethical behavior and prudence in college operations, including educational programs

and personnel. These policies will direct the decisions of the college faculty and staff for the creation of programs, curriculum, and services designed to meet those policies implemented by the Board. Within the guidelines and strategies mandated by the Board, any new policies regarding new programs and services, or changing any existing programs or services must go through the Board for approval. The Board also reviews programs that were successful, or may require opportunities for improvement in other areas. Regarding personnel, the Board may set the standards on how employees are to be treated; set measurements for their performances; and plan how to recruit and sustain quality personnel. The Board is also responsible for setting standards and policies in the human resources process, dismissal procedures and making sure that all decisions are legal, fair, and clear (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

The fifth element needed for an efficient and effective Board of trustees is a clear understanding of the budgetary processes needed to maintain economic vigor and steadiness of the college. The Board is accountable for guaranteeing that the public's money is invested sensibly and well. They also identify guidelines that deal with things besides costs, expenses and protection of resources. Effective Boards endeavor to work within a balanced budget that is transparent, accountable, and provides reasonable estimates of revenues and expenditures. A wise Board plans for the future in the area of long-range implications and makes sure there are adequate reserves in case of an

emergency (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

Creating a positive climate is the sixth element needed for an efficient and effective Board of trustees because they are the ones that set the tone for the entire organization. The relationship established and their involvement, along with their practices and policies established, will set a culture where learning is valued, and personal and professional growth is enhanced. The most important item for any governing body is their students and success of their students (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

Just as Boards of trustees are responsible for establishing the direction where the college is headed, as well as evaluating the process and those responsible, they must continually monitor the performance of the college, which is the seventh element. For example, if the college is launching a new program, the Board will expect a report periodically to monitor and assess the program's performance and decide if it needs enhancing, if they should continue on its present course, or dispose of it. Monitoring may include internal reports and activities within the institution, but may also include the use of external sources to monitor practices, transparency, accountability and compliance. The institution may use an external accrediting organization to comply with the accreditation policies to adhere to state and federal directions, or auditors may be employed to ensure that there is compliance with

governmental and private funding sources (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

As a trustee, one should be a protector of the best interests of the college, as well as be a supporter and advocate. This constitutes the eighth element needed to be a successful trustee. As a protector, they make sure that the college does not receive any type of pressure from special interest groups. They support academic and professional freedom for faculty, staff, and students. As advocates for the college they represent, Board members serve as liaisons between the college and the community as well as representatives and liaisons to external representatives in government, other communities, and private entities (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

A trustee has the best intentions of the college at heart, but “good trusteeship requires the ability to function as part of a team” (Smith, 2000, p. 23). Working as a team is the ninth and final element needed for a successful Board. Trustees make decisions as a whole group and are known as a single entity, but during the decision-making process, it is imperative they work together, ensuring everyone’s opinions are heard and taken into account before making a decision. When this does not happen, it is a dysfunctional Board that is inefficient and ineffective when making decisions regarding the college (Smith, 2000; Boggs, 2006; Myran, Baker III, Simone & Zeiss, 2003; Gilzene, 2009).

System, District or Community College Administrators

Each community college has its own local level of governance apart from the District Board of Trustees. It is important to understand the titles used and the responsibilities of each leadership position.

A chancellor in the state of Texas, is the strategic administrative leader in a multi-campus system or district who leads the vision for the entire organization. This person serves as CEO of the system. There is a group of vice chancellors who have their own divisions and staff in the areas that they are responsible for at the district or system level e.g., administration, finance, facilities, academic affairs and student affairs. Each individual campus has its own president who directs the activities of that specific campus and is part, with the vice chancellors, of the chancellor's cabinet. Each campus president, under the chancellor, has their own respective cabinet, have more direct contact with faculty, and more management of daily operations..

In the state of Texas, college presidents are the leaders of a one-college system. They have the same responsibilities as the chancellor of a multi-college system as the college president is responsible for all aspects of that particular college along with a cabinet.

One other defining difference between the responsibilities of a chancellor versus a college president is accreditation. Under the chancellor system, each individual college must seek individual accreditation for each campus. Under the one-college system, the entire college gets accredited as a whole, regardless of how many campuses are involved.

For clarification in this research, if the term “chancellor” is used, it is meant as the leader of a multi-college system; if the term “campus president” is used, it is meant as the leader of one or more campuses under the guidance of a chancellor. If the term “college president” is used, it indicates the CEO in a one-president system. If the term “president” is used, it can signify either a campus president or a college president. The term “CEO” means any of the above, to indicate a person in a leadership position.

Stress

Stress is a physiological tension that affects the body physically, mentally, and emotionally. Historically, the word was used in the engineering profession, when stress was defined as the amount of pull and push force applied over a cross-sectional area; for example, friction (Mittman, 2009). Not until the 20th century, in the work of Cannon (1915) and Seyle (1979), did the medical community take an interest in the word. Cannon, a physiologist, first linked stress to the “flight or fight” response, which is an autonomic response of the sympathetic nervous system that is triggered when animals are in imminent danger. It is an evolutionary adaptation that ensures the animal’s survival (Cannon, 1915). From his observations of animals, Cannon reported two findings: When danger was imminent, the animals emitted adrenaline and then instinctively either produced an antagonistic emotion (fight) or an intense desire to escape the situation (flight).

An example of a human beings response to stress may be demonstrated in fight as hostile, antagonistic behavior and flight may be displayed by fleeing

or walking away from potentially intimidating situations, such as when in a confrontational situation (Cannon, 1915). The term “fight or flight” can also be described as a subconscious reaction that happens in an immediate situation in which an individual must either cope with, or avoid, a risky situation (Seaward, 1997; Allison, 2004). Based on Cannon’s findings, Seaward (1997) described the four stages of the “fight or flight” response: Stage 1 is when stimulus from one or more of the five senses is sent to the brain. In Stage 2, the brain deciphers the stimulus as either a threat or a non-threat. If the stressor is a non-threat, there is no response, but if the stressor is seen as a threat, the body responds physically in a number of ways. In Stage 3, the body stays activated, aroused or wound up until the threat is over. Stage 4 begins with the end of the stress response, when the body returns to homeostasis which is a state of physiological calmness (Seaward, 1997).

Building on Cannon’s findings, Seyle, an endocrinologist, defined stress as “the nonspecific response to the body to any demand made on it” (Seyle, 1976, p. 14). The “fight or flight” response is automatic and bypasses the rational or conscious mind. Seyle investigated this phenomenon by purposefully exposing animals in a controlled environment to things the animals would consider stressful, such as weather conditions (extreme heat or cold), bacterial/viral infections, or tugging at their backs. These stimuli had measureable effects on their spinal cords, pituitary and adrenal glands (Seyle, 1976). Like animals, when humans undergo stress, it also affects their spinal cords, pituitary and adrenal glands, and both may end up with physical

symptoms ranging from exhaustion to an inhibited immune system to psychological disorders (Seyle, 1976).

In addition, Seyle (1979), in regards to his work on stress, developed a concept called the General Adaptation Syndrome (GAS), which suggests that a person goes through three levels or stages to stress: Stage 1 is the alarm reaction stage. The body shows changes that are characteristic of its first reaction to a stressor and resistance is diminished. Stage 2 is when resistance continues and increases as the body adjusts and bodily signs that are characteristic of the alarm reaction disappear. The main characteristic of Stage 3 is exhaustion as an adaption when energy disappears. Signs of Stage 1 reappear, but now they are irreversible and death results (Seyle, 1979).

Stressors related to the execution of a person's job can manifest in a variety of ways, which usually require a response or defense. This study will explore four of those areas: Role pressure, task pressure, conflict-mediating pressure, and boundary-spanning pressures.

The way a person copes with stress, according to Lazarus (1999) and Scheck & Kinicki (2000), is by displaying optimistic or pessimistic emotions that are associated with both control and escape (e.g., flight or fight). Folkman & Lazarus (1991) also found that people routinely utilized both forms of coping to deal with negative emotions, as at any given point in time, and one form may be more effective than the other. This often leads to feelings of conflict about one's work. The term "boundary-spanning stress" was developed to identify

tension when the occupational position of the person experiences the stresses of conflicting roles (Tosi, Rizzo & Carroll, 1990).

Regardless of the stressors placed upon a person, the way the stress is manifested by the person, or the response or defense mechanism employed to deal with the stress, the coping skills used are of the utmost importance in the final analysis of the situation. As presented in the literature, stressors and stress can become the reasons for psychological, sociological and physical responses. Giving a CEO the appropriate coping skills to manage stress is one way of keeping a Texas community college leader in their job and remain effective as an administrator, working at peak performance. Stress stimulus can come in various forms and the literature exposed how those stressors specific to CEOs can affect leaders.

Types of Stress

There are two basic types of stress: External and internal however, in Wady's (1998) research, she studied three external types: social, occupational, and environmental factors. She felt that the types of stress experienced by community college CEOs was directly related to their work, and therefore, would be considered to be caused by external factors.

Social stress can be caused by a multitude of situations. Humans are social beings by nature, as they typically have a fundamental need and desire to maintain positive social relationships (Slavich, O'Donovan, Epel & Kemeny, 2010). Social relationships can offer nurturance, foster feelings of social inclusion, and even lead to reproductive success (Baumeister & Leary, 1995).

As a result, anything that disrupts or threatens to disrupt their relationships with others can result in social stress. This can include being in a low social status in society or in a particular group, giving a speech, interviewing with potential employers, caring for a child or spouse with a chronic illness, meeting new people at a party, the threat of or actual death of a loved one, divorce, and discrimination. These social stressors convey that social stress can arise from one's micro-environment (e.g., family) and macro-environment (e.g., hierarchical societal structure). Given the social nature of humans, it is not surprising that social stress is typically the most frequent type of stressor that people experience in their daily lives and affects people more intensely than other types of stressors (Almeida, 2005).

Occupational stress is job related. Srivastava (2008) argues that "stress at work, results from the increased complexities of work, and its divergent demands" (Srivastava, 2009, p. 271). Stress has been described as an environmental situation perceived as presenting a demand which threatens to exceed the person's capacities and resources for meeting it (Srivastava, 2008; McGrath, 1976). According to Lazarus (1999) and Scheck & Kinicki (2000), a person can deal with stress either optimistically or pessimistically, by either controlling the situation or escaping it (e.g., flight or fight syndrome). Folkman & Lazarus (1991) also found that people routinely utilize both forms of coping to deal with negative emotions, as at any given point in time, one form may be more effective than the other. For example, a person with too many job duties to complete may respond to the situation by feeling challenged and motivated

and try to work harder to get it all completed. Conversely, that same person might complain and feel overwhelmed and not get much accomplished or do so in a very negative manner.

Other types of occupational related stressors are role overload, role underload, and role conflict. Role overload happens when individuals are overworked in their place of employment (Kahn, 1964). Role underload occurs among people who feel that their abilities are not being put to use and that their work is too easy for them, causing them to feel bored and frustrated at work (Katz & Khan, 1978). Role conflict happens when an individual is put in a situation where expectations and instructions are too diverse, erratic, or contradictory (Tosi, Rizzo, & Carroll, 1990). No matter what type of stress a CEO is under, they are always under pressure to perform to the best of their abilities.

Examples of environmental stress include trying to get things done with clutter and disorganization when you prefer the opposite, already being late for work or an appointment and then getting caught in a traffic jam, being interrupted when trying to concentrate, or aches and pains from sitting all day in an uncomfortable chair. In addition, environmental stress can include such things as the quality of the air we breathe, the type of lighting that we have to work in, and the level of noise in the environment.

J. L. Fisher found that “stress is assumed to be either a physical or psycho-social condition of the environment” (Fisher, 1996, p. 7). Any of these sources of stress can produce mental and physical symptoms. For example,

displaying flu-like symptoms or other physical ailments is often the result of how the body reacts to continued stressful situations. Other types of internal stress are psychologically manifested with feelings of depression or isolation. Regardless of whether it is internal or external, stress can affect the body physically, emotionally, or psychologically reacts, and sometimes in more than one way.

To understand the amount and types of stress placed upon the chancellors and presidents of the Texas community college system, it is necessary to understand the role of each person's position in the system and how the system works. Following is a brief overview of these areas.

Community College CEOs Stresses

A community college CEO has to lead the academic organization through good and bad times. Many times, the circumstances of the surroundings can produce stress. An environment that can be very stressful within any occupation causes occupational stress (Wady, 1998; Turk, 2000). Stress can be due to a number of factors, but for community college CEOs, four major areas of stress have been identified by researchers.

The first is role-based stress, which arises from within work groups and shows the demeanor of people by the functions that they perform (Kahn, 1964). It explains how stressors can arise from the expectations surrounding particular occupations. Role-based stress in organizations is the doubt a person in an occupation has of the expectations of others (Kahn, 1964; Wady, 1998). The next is task-based stress which is divided into two types: One is associated

with the clarity with which work expectations are communicated, and the other is a socio-emotional ambiguity, which arises when a person is not sure about whether he/she is valued by someone else (Tozi, Rizzo & Carroll, 1990).

Conflict-mediating stress refers to the problems that stem from unreliable or opposing expectations (Wady, 1998). Boundary-spanning stress promotes tension when the occupational position of the person experiences the stresses of conflicting roles (Tosi, Rizzo & Carroll, 1990).

Before being leaders of academic organizations, community college CEOs are also people who have feelings, and like any other person in any profession, it is natural for them to have both positive and negative feelings. This is especially true when they are called upon to make hard decisions in situations where not everyone can get what they want.

This often leads to feelings of conflict about one's work. Fulfilling the community college mission is becoming increasingly difficult because of the diversity in the student body in terms of ethnicity, age, and language, preparation for college work, learning styles, and educational goals. As community college CEOs are facing enormous pressures to perform their job effectively and efficiently, it is important to understand what in their environment is causing those stressors.

By looking at previous research addressing occupational stress and their stressors, it is possible to develop ways to decrease or even alleviate these situations. If relieving the stress is not feasible, developing appropriate coping skills might be a good alternative.

History of Research in Coping Strategies

Lazarus (1996) provided the most commonly approved meaning of coping: Modifying intellectual and attitudinal initiatives to control emotion pressure. In a process-oriented strategy to dealing with stress put forth by Folkman & Lazarus (1985), it is seen as a reaction to requirements in traumatic circumstances. Their performance also had a significant effect in the way dealing with stress has been calculated, starting with the overall look of the Methods of Coping Guidelines (Folkman & Lazarus, 1980; Frydenberg & Greengas, 2003). This is a self-reporting device with 68 products that details a wide range of attitudinal and intellectual dealing with stress techniques. The checklist is a yes/no structure and is responded to with respect to a particular occasion. Two primary subscales were developed: An issue-targeted dealing subscale and an emotion-focused dealing subscale. Inner reliability scores for problem-focused dealing were .80 and for emotional-focused range, it was .81 (Folkman & Lazarus, 1980; Frydenberg & Greengas, 2003).

A modification of the Methods of Coping Guidelines was developed by Folkman & Lazarus (1985), in which they modified products as well as the reaction structure which was done with a 4-point Likert Scale for the 66 items. In another research using the Ways of Coping Questionnaire, Folkman, et. al. (1986) conducted aspect studies that created eight choices for dealing with stress: Confrontive coping describes aggressive efforts to alter the situation (e.g., “stood my ground and fought for what I wanted”). It also suggests a degree of hostility (e.g., “I expressed anger to the person(s) who caused the

problem”); distancing describes efforts to detach oneself (e.g., “didn’t let it get to me; used time to think about it”). Another theme concerned creating a positive outlook (e.g., “made light of the situation”); self-controlling described efforts to regulate one’s own feelings (e.g., “I tried to keep my feelings to myself”), and actions (e.g., “tried not to burn my bridges, but leave things open somewhat”); seeking social support described efforts to seek informational support (e.g., “talked to someone to find out more about the situation”); tangible support (e.g., “talked to someone who could do something concrete about the problem”); and emotional support (e.g. “accepted sympathy and understanding from someone”).

Accepting responsibility acknowledged one’s own role in the problem (e.g., “criticized or lectured myself”) with a concomitant theme of trying to put things right (e.g., “I apologized or did something to make up”); escape-avoidance described wishful thinking (e.g., “wished that the situation would go away or somehow be over with”); and behavioral efforts to avoid (e.g., “tried to make myself feel better by eating, drinking, smoking, using drugs or medication”). These items, which suggest escape avoidance, contrast with the items on the distancing scale, which suggest detachment. Effortful, planful problem solving described deliberate problem-focused efforts to alter the situation (e.g., “I knew what had to be done, so I doubled my efforts to make things better”), coupled with an analytic approach to solving the problem (e.g., “I made a plan of action and followed it”); positive reappraisal described efforts to create positive meaning by focusing on personal growth (e.g., changed or

grew as a person in a good way”). It also had a religious tone (e.g., “found new faith” or “I prayed”) (Folkman, Lazarus, Dunkel-Schetter, DeLongis & Gruen, 1986). This range remains used most in dealing with stress research despite poor scientific assistance for the credibility of the “dealing with stress” subscales and moderate internal reliabilities (Endler & Parker, 1990; Frydenberg & Greengas, 2003).

Lazarus and Folkman stated that coping is “the person’s constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person’s resources” (Lazarus & Folkman, 1984, p. 86). The definition of coping in a psychological context was first provided by Folkman & Lazarus. They identified six emotional focused coping strategies: Disclaiming, escape-avoidance, accepting responsibility or blame, exercising self-control, positive reappraisal and seeking social support (as cited in Robinson, 2005, p. 483).

While Folkman and Lazarus identified six emotion focused coping strategies, Menninger (1964) described five levels of coping strategies. They are: Strategies for reducing tension caused by ordinary living (e.g., crying, swearing, boasting, talking it out and working off energy); withdrawal by dissociation (e.g., depersonalization, amnesia, displacement of aggression and compulsions); episodic, explosive outburst of aggressive energy, or less organization (e.g., convulsions, panic attacks, assaultive violence); increased disorganization; and total disintegration of the ego (as cited in Wady, 1998, p. 48).

Two approaches to coping have been studied by Menninger and Folkman & Lazarus. The first approach focuses on ego psychology and cognition, promoting a “think before you act” approach. The second approach stems from animal research by Menninger in 1963, who concluded that an animal is able to survive depending on how successful it is able to cope. When an animal is in danger, the “fight or flight” response is triggered (Miller, 1980; Ursin, 1980). Ego psychology is more concerned with human cognition and places more emphasis on the way an individual is able to relate to their surroundings (Menninger, 1963). As coping is an effective way of dealing with stress on a personal level, it is also an effective way of dealing with pressures that are occupation related.

Slater prepared a self-report study to identify the coping strategies utilized by personnel administrators in public education to manage job pressures (Slater, 1994). Elements of the device included working strategies, work functions and job pressures. Information was examined using the ANOVA and Scheffe’ The Assessment of Variations and the Phi Coefficient to Analyze Connections.

Slater (1994) found twenty coping strategies that were most identified throughout the research literature. These coping strategies, as being utilized by school administrators, were given rankings. The top quartile included such strategies as reviewing the consequences of the possible alternatives, going over in one’s mind what could be said or done, using past experiences in similar situations and going to staff/faculty/others to obtain more information. The

second quartile showed that administrators asked for advice from staff, used humor to release tension, tried to get persons involved to change their minds, wrote down possible alternatives to use, talked to the staff about frustrations, and let staff know about uncomfortable feelings. The coping strategies used in the third quartile ranked by administrators included using physical exercise to deal with frustrations, attempting to establish programs, attempting to gain sympathy and understanding from the staff, changing plans so things would turn out all right, using relaxation techniques to manage tension, and attempting to change policy. The bottom quartile used coping strategies of separating myself from people who had created the situation, turning my attention to another activity, waiting to see what would happen before doing anything and letting the staff/faculty/others know the task was too much.

These coping strategies tended to be stratified across six general categories of coping strategies. The six categories of survey questions: **coping strategies; problem solving, personal resources, staff support, faculty support, taking action, and delaying actions** as being representative of the published responses and stress management tools (Gearing, 1995; Long, Kahn & Schultz, 1992; Amatea & Fang, 1991; McDonald & Korabik, 1991; Parkes, 1990; Ogus, Greenglass & Burke, 1990). The conclusions confirmed that administrators used all of the coping strategies to manage job pressures identified as role, task, conflict-mediating and boundary-spanning pressures; a significant percentage (40%) of the administrators identified personnel relationships as the highest cause of pressure; there were no considerable

variations with the type of coping strategies used; significant differences at the .05 level were found between gender, certain experience groups, and specific ethnic groups in the use of specific supervisor support strategies, co-worker support strategies, and humor as a strategy, respectively; correlations were found between particular coping strategies and the employees of recruiting and choice, discussions, benefits, settlement and training (Slater, 1994).

A general summary is that personnel administrators employ a variety of coping strategies to manage job pressures. The usage of specific coping strategies differed in correspondence to sex, race, employees function, and the type of job pressure (Slater, 1994). There are various coping strategies that can be used to reduce or relieve stress. The type of coping mechanism used will depend upon the context, stressors, the level of stress and how it manifests. Choosing the correct coping strategies, may create further stress, confounding existing problems; thus making the leader in-effective. It becomes increasing apparent that leaders will need to develop themselves to techniques in managing stress to remain effective. The six categories: coping strategies categories; problem solving, personal resources, staff support, faculty support, taking action, and delaying actions are tools that emerge from the literature. When leaders are not trained in coping interventions this task may become a difficult procedure, but one that becomes necessary to maintain physical, social and psychological health.

Coping Interventions

A person wants to “experience work and the satisfaction they derive from it is a key indicator of their well-being” (Dewe, O’Driscoll & Cooper, 2010, p. 17). Coping with occupational pressures is essential to experiencing job satisfaction. Dewe, O’Driscoll, and Cooper (2010) have researched the relationship between coping behaviors and emotions, especially with regard to the occupation in which a person works.

Slater (1994) identified the coping strategies most represented in the research. The first coping strategy is taking action which, by definition, is action oriented. If a person has a personal problem with a colleague, a healthy approach to taking action would be to resolve the problem. Likewise, if a particular task is causing stress, one might attempt to finish it promptly without waiting. Another strategy is using personal resources which can take the form of family, friends or support groups or any social relationship that a person can draw upon in a time of crisis. One research study analyzed the value of significant work, described as work that makes a difference, and revealed that it is more important to women since they are more likely to keep professions or roles that are not seen as significant. Another study analyzed the interaction of pressure and great levels of liability found that individuals are willing to take threats in their high-stress jobs. (Rino, 2009)

Co-worker support is often seen as a colleague one can rely upon to assist in the resolution of a problem, but it can also take the form of spending time with colleagues outside of work or taking up a sport or hobby as a group to

cope with stress and enjoy camaraderie. Furthermore, research has identified that established co-workers are very essential in creating a fantastic environment for a higher education team (Sorcinelli, 1994; Wady, 1998).

Supervisor support occurs when colleagues who have ascended into a higher position can be a great resource because they have had that job before. DiSalvo, Lubbers, Rossi & Lewis (1988) researched the connection of pressure and job connections. They found that men were knowledgeable of more problems or disputes in job connections, while females were more knowledgeable when job obligations were improved and when they were required to exercise power. The researchers recommended that this discovery could be due to employees following directions when given by a woman manager (DiSalvo et.al., 1988; Wady, 1998). Remarkably, this discovery was duplicated in a research study that also found a considerable level of pressure among females in response to sex-related stress on the job (McDonald & Korabik, 1991; Wady, 1998). Character of determination and self-reliance were useful since these features showed up to protect many individuals under pressure in response to high performance requirements and/or little or no support from co-employees (Parkes, 1990; Wady, 1998).

Lazarus & Folkman (1984) discovered that how a person deals with pressures is determined, simultaneously, by singular and conditional aspects. In regards to supervisor support, females and males who confirmed role-reversal styles were not determined career-wise nearly as well as their supporters. Exercise and supervisor support have been found to create considerable

variations in an individual's fulfillment to execute their job demands and in decreasing pressure (Pando, 1993; Salter, 1994; Wady, 1998). Analysis has indicated that administrators were more likely to market and to provide increases to females who described themselves as associates in their careers; at the same time, they were more likely to market and provide increases to men who chose their professions over themselves (Lobel & St. Clair, 1992; Wady, 1998).

Delayed action is when a person does not immediately respond to the situation but withdraws to cope with it. In research done on how male and female instructors who teach math cope under high pressure stages, it was discovered that the male instructors were far more likely to implement the dealing with stress technique known as depersonalization, which is the psychological drawback of interest for their learners. This research recommended that women deal better with work-relevant pressure because they are dynamic and they respected and depended upon their emotive networks (Ogus, Greenglass & Burke, 1990; Wady, 1998).

Problem solving occurs when one takes a methodical approach to improving a situation. Community college CEOs face pressures related to the execution of their job, but the manner in which they cope with those pressures will have an impact on how they lead. Research has discovered evidence to back up the supposition that dealing with stress techniques focus on preparing for stress and many times, effective activities in troubleshooting seems to be efficient (Long, Kahn & Schultz, 1992; Parkes, 1990; Wady, 1998). Problem-

solving techniques as mentioned by Lazarus & Folkman (1984) discovered that dealing with stress was more obvious in reaction to work-related stressors; and emotion-focused dealing with stress was more obvious in reaction to health-related stresses. Traumatic activities that were seen as adjustable were associated with more problem-focused coping; activities that were seen as immutable were associated with emotion-focused dealing (Gearing, 1995; Wady, 1998). A general summary is that personnel administrators who employ a variety of coping strategies acknowledged a higher sense of personal success (Dolan & Renaud, 1992; Wady, 1998).

There is an abundance of research that has searched for specific coping strategies. Regarding personal resources, some studies produced evidence that supports the assumption that coping strategies, emphasizing planning and active problem-solving behaviors, appear to reduce stress successfully (Long, Kahn & Schultz, 1992; Parkes, 1990; Slater, 1994; Wady, 1998).

Parkes (1990) discovered through research that a protecting technique known as "suppression," described as the flexible techniques of "restraint," "compromise," and "continuing with immediate actions, regardless of difficulties" showed up to be highly related to low stages of problem solving. Parkes determined that withdrawal seems to be most flexible in circumstances where the individual has little or no management and is able to engage in other actions efficiently without suffering from high stages of distress (as mentioned in Wady, 1998).

To explore coping strategies of community college administrators in Texas, it was necessary to review similar studies done by Slater (1994) and Wady (1998) and how they expanded on concepts from Folkman and Lazarus and other researchers. Developing research questions that pertain to community college CEOs, further adding to the body of knowledge will benefit future leaders looking to enhance strategies to cope with work related stress.

Coping Strategies Utilized by Selected Administrators in the California Community College System

Wady's (1998) study identified and described the administrative stresses and coping strategies utilized by selected administrators in the California community college system to manage the job pressures associated with the execution of their official job functions. These administrators were identified in the Professional, Managing, and Administrative classifications and were a member of the Association of California Community College Administrators (ACCCA). Wady's 1998 study was performed by a survey instrument..Wady sent out 304 surveys to California community college administrators. This included the ranks of administrators at varying levels from assistant directors all the way to chancellors. 181 of those surveys came back for a 60% return rate (Wady, 1998).

Analysis of the Wady Research Study

This research was a self-report survey designed to gather information regarding how California community college Presidents chose coping strategies to deal with their stress. Data was collected through a questionnaire entitled, "Community College Administrators Coping Questionnaire" (CCACQ). This

survey instrument was based on an instrument developed by Slater (1994), which was a modification of the instrument created by Folkman & Lazarus (1988) for their survey. Wady (1998) utilized six categories of survey questions: coping strategies; problem solving, personal resources, staff support, faculty support, taking action, and delaying actions to measure responses for stress management. There were several levels of data collected that were analyzed. Following is an explanation of the levels:

First, in Slater's (1994) research, which was developed specifically for California, the job functions were changed to reflect the administrative operations of the community college (Selman, 1991). There were 22 administrative job functions listed, to include the following: long-range planning, community needs assessment, staff relationships, guideline compliance, student relationships, fiscal management, community relationships, board relations, faculty relationships, curriculum evaluation, supervision of instruction, fundraising, accreditation, classrooms/laboratories, legal matters, library, new construction, maintenance, legislative relations, alumni relations, institutional analysis, and grievances.

The CCACQ, each research participant was requested to recall a recent situation that had occurred in the workplace that was perceived as being difficult. The participants were asked to rank the job-related stresses they felt in that situation. These stresses were defined as role pressures, which were job demands that related to responsibilities and the level of authority of the community college administrator; task pressures described as interruptions of

duties, such as telephone calls, attending meetings and writing reports; conflict-mediating pressures of responding to issues and problems of students; staff, and faculty; and boundary-spanning pressures which are various demands by schools within the district, school boards, and reputable community groups, as well as demands to be in compliance with laws, regulations and policies of federal and state agencies and unions.

These four role pressures were then analyzed and correlated to the six coping strategies most identified by Folkman & Lazarus (1988) and the 20 possible action strategies given as choices. Six coping strategies highlighted are: Take action, Personnel Resources, Co-Worker Support, Supervisor Faculty, Delaying Actions, and Problem Solving. The results are illustrated in the figure below (figure 7).

Take action	
Change plans so things would turn out correctly	46%
Try to get people involved to change their minds	70%
Attempt to change policy	32%
Attempt to establish programs	47%
Personnel Resources	
Physical exercise	49%
Use humor	72%
Relaxation techniques	41%
Co-worker Support	
Ask advice from staff	72%
Let staff know they were uncomfortable	52%
Accept sympathy and understanding	46%
Supervisor/faculty support	
Turn to others to obtain information	93%
Talk to staff about frustrations	58%
Let staff know job was too difficult	8%
Delaying action	
Choose to wait to see what will happen	19%
Separate themselves from those who created situation	25%
Turn attention to another area	20%
Problem solving	
Draw on past experiences	93%
Write down possible solutions	60%
Review consequences of actions	96%
Go over in their mind what they would say or do	95%

Figure 7Folkman & Lazarus Coping and Action Strategies

The data generated insight into the selection of particular coping strategies out of a list of possible choices in the management of specific job pressures perceived in the work environment by the participants. The data indicated that the research respondents ranked the job pressures experienced in the CCACQ in the following descending order: Conflict- mediating, role

pressures, task pressures, boundary-spanning issues with pressures labeled “other” as being the least experienced.

When analyzing the results of Wady’s study, the findings clearly indicated that the coping strategy most selected by the majority of the community college administrators were strategies in the problem-solving category. Within the problem-solving strategy, the strategy of “I reviewed the consequences of the possible alternatives” was the most selected coping strategy for managing role, task, conflict and boundary-spanning pressures across the research participants (Wady, 1998).

The administrators indicated the least beneficial stress-reducing technique was postponing the activity, and the most efficient techniques were taking action and problem solving which were determined to be 93 to 96%. The highest source of knowledgeable job pressures was conflict-mediating demands; the least knowledgeable were boundary- spanning and undifferentiated pressures.

Wady concluded her study by recommending that this study be replicated across other states and their community or junior colleges to ascertain if the stresses and coping strategies that are utilized by the selected educational administrators in the California community college system are unique or descriptive of executive-level, postsecondary educational management (Wady, 1998).

Effective community college administrators use an assortment of coping strategies to dealing with pressures contingent upon on their character and

reasoning classification of job demands (Wady, 1998). From Wady's study, one can conclude that ambitious administrators would benefit by comprehensive training in several areas before promotion to more advanced educational administration roles. These skills and capabilities can be obtained through several locations, (Wady, 1998).

Summary of Literature Findings

The stressors that community college CEO's must deal with include four specific pressures: Role, conflict-mediating, task, and boundary spanning. This review of literature provided a brief summary of both Cannon and Seyle's theories related to stress. The review also included research on coping presented by Folkman & Lazarus and a third study conducted by Menninger. Also included was a literature review of past studies dealing with stress and its types. An explanation of the role of the Board of Trustees as well as the titles used by administrators in the community college system along with a discussion of stress in relationship to higher education was included. Coping skills in general, coping skills for community college CEOs, a history of research in coping strategies, coping interventions, and a detailed analysis of the Wady research study ends the literature review. In the next chapter, the methodology of the study will be discussed.

CHAPTER 3: METHODOLOGY

Chapter One included background information on factors that generate stress in the experience of community college CEOs, a statement of the problem, the purpose of the study, delimitations, limitations, the significance of the study, and definitions of terms. Chapter Two provided an overview of literature findings and presented existing research on stress, coping in the workplace, coping in the higher education setting and as a community college administrator. Chapter 3 will discuss the methodology and procedures employed to collect the survey data.

This study is focused on the strategies used by Texas community college CEO's to address job-related stress. It will build on Wady's 1998 study "Coping strategies used by selected educational administrators of community colleges to mediate occupational stress caused by job pressures" (Wady, 1998). Specifically, this study will address what coping mechanisms community college CEOs use to alleviate role, task, conflict-mediating, and boundary-spanning pressures. This chapter will describe the methods and procedures used in completing this study.

Chapter Organization

The research procedures will be organized by the purpose statement, the research questions, the research design, reliability, validity, sample selection procedures, statistical procedures, discussion of the survey instrument, the data collection procedures, data analysis, and the methodology summary.

Purpose of the Study

This of this study is to identify the coping strategies used to manage job-related stress by CEOs of community colleges in Texas. Being the leader or CEO of an institution is a formidable task that requires preparation, commitment, and perseverance. Most CEOs carry with them a deep passion for their job, which provides them with “a chance to lead, create a positive change, and increase the quality of education” (Kubala, 2001, p. 794). The characteristics of a good leader, according to Vaughan & Weisman, (1998) are political savvy, the ability to facilitate conflicts, good social skills, and superb mediation skills. As a leader, a CEO must not only possess the necessary skills, but have a sense of purpose and also understand the purpose of leadership. Rosenbach (2001) believes that a leader must: Adapt to the expectations of supporters, improve proficiency in the organization, develop a sense of intention and dedication to the institution, embody and validate the principles of the organization, and cultivate relationships with supporters.

Research Questions

- (1) What coping strategies were utilized by selected Texas community college administrators to manage job pressures arising from:
 - (a) Role pressures
 - (b) Task pressures
 - (c) Conflict-mediating pressures
 - (d) Boundary-spanning pressures

- (2) Is there a difference in selected coping strategies utilized by Texas community college administrators related to age, gender, ethnicity, and years of experience?
- (3) How do Texas community college CEOs discuss conflicts regarding role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures?

Research Design

This study utilizes quantitative, descriptive ex-post facto approach to classify the information acquired from the selected participants. Descriptive statistics are methods that take primal scores and condense them in a form that is more manageable. Often the scores are presented in a table or a graph so that all the data can be seen. In addition, it is a customary practice to summarize a group of numbers by calculating a mean score and offering a single descriptive value for an entire group (Gravetter & Wallnau, 2009). "Descriptive research is used ... in describing situations or events. It is the accumulation of a data base that is solely descriptive. It does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meaning and implications" (Isaac & Michael, 1984, p. 46).

There are two types of descriptive studies: Self-report and observation. When the information is obtained through a series of questionnaires or interviews, this is known as a self- report study. The participant is engaged in some form and has to self-report to the person conducting the study. Observational studies require the investigator to obtain information without the direct input of the participants (Gay, 1981). A descriptive approach is best

suited to a study that consists of “reporting on the analysis of the coping strategies usually utilized by” CEO’s “to manage job pressures associated with management functions in the community college setting” (Wady, 1998, p. 72).

Ex-post facto was utilized for this study because it "investigated possible cause and effect relationships by observing some existing consequence and searching back through the data for plausible causal factors" (Isaac & Michael, 1984, p.46). In addition, this study asks participants to self-report on the types of coping strategies that they use. Survey information will be acquired using the Community College Administrators Coping Questionnaire (CCACQ).

The reason for adopting the above approaches is to differentiate the types of institutions these CEOs are responsible for to account for differences in the types of stress they face and the coping skills they use.

Sample Selection Procedures

This study utilized a selective sampling to achieve its purpose. Selective sampling or purposeful sampling selects a group of participants who are deliberately chosen because they will provide the best information as participants. Because the group of participants in the study is very small, it will be best to utilize everyone as a participant instead of using random sampling.

The participants are community college Chancellors or Presidents who are voting members of the Texas Association Community Colleges (TACC). TACC is a professional organization for community college Chancellors and Presidents in the state of Texas. Only voting members of TACC will be selected as participants because the focus of this study is to learn about the overall

pressures and coping strategies from the CEO's point of view and the campus president of a district is only limited to his or her respective campus. Texas is a right to work state and has no union membership.

Data Collection Procedures

Preliminary steps included conversations with potential participants based on relationships established through the community college leadership program, the Center for Community College Student Engagement (CCCSE), and the National Institute for Staff and Organizational Development (NISOD) Conference. This researcher had the opportunity to converse with many TACC voting members who might serve as participants in this study. During these conversations, prospective participants were told that they would eventually receive an email containing the survey instrument.

The first step towards obtaining data for this study is to seek the approval of the Institutional Review Board (IRB). Once approved by the IRB, the next step was to start the distribution of the instrument. Because of the nature of the research, only responses from the CEO of each of the 53 community college districts will be requested. It is necessary that the respondent be responsible for making decisions regarding budget and personnel for their respective district regardless of whether they are a chancellor or a president. A packet containing the following items will be e-mailed to the CEO of each district.

- An endorsement letter from Dr. Bruce Leslie, Member of TACC, explaining the purpose of the study and the confidentiality and anonymity of individual responses (Appendix A).

- The Community College Administration Coping Questionnaire (Appendix B).

- A cover letter with instructions on how to complete the questionnaire and contact information if there are any questions or concerns.

The cover letter will have a link to Survey Monkey, an online survey site. Once participants complete the survey, it will be e-mailed to the researcher. This will ensure that participants' personal information will be kept confidential. Once the survey is e-mailed to the researcher, then an analysis of the data will be conducted.

For the quantitative portion of the survey, the Qualtrics program will be utilized to analyze the data. For the open ended, qualitative question, the data will be gathered and coded utilizing Atlas.ti software. Atlas.ti is an application that looks into the actions of individuals through evaluation of their statements.

The Survey Instrument

The instrument used for this study is the Community College Administration Coping Questionnaire (CCACQ). This is the survey instrument utilized by Wady in her 1998 study on the coping skills of California administrators in a community college setting. However, Wady's instrument was modified from an instrument utilized by Slater for her 1994 study of the personnel functions, job pressures, and the coping strategies utilized by

personnel administrators. Slater's survey was a modification of the design developed by Folkman & Lazarus in 1988 for their instrument. The following instructions will be distributed with the survey:

"In your role as a community college administrator, recall a difficult situation recently facing a community college district. Reflect on the details of the situation-the setting, key people involved, major issues and actions you took. From the reflections please respond to the following questions." (Wady, 1998, p. 111)

The survey instrument itself has six components asking participants to rank preferences, choose either yes or no, and respond to one open-ended question regarding demographics and coping related strategies. The instructions then ask participants to take a few moments and recall a difficult situation they have recently faced. The reflection time is very crucial to the survey because it asks the participants to recall as much specific detail as possible regarding the difficult situation so that it can inform their responses to the survey. From the survey themes **establishing allies**, **self-development**, and **visualization** emerged from the six cluster coping strategies, problem solving, personal resources, staff support, faculty support, taking action, delaying actions, and building relationships.

The instrument used by Wady (1998) focused on selected California community college administrators ranging from directors to the community college CEO's. Since the present study will only focus on community college CEOs, one question will ask whether the participant is a community college chancellor or president rather than simply asking them to state their current title. Likewise, instead of asking about the participant's area of responsibility, the

survey will ask which type of institution—one college system or district--the participant leads.

For the open-ended question, there is a descriptive qualitative question in the survey, which will be used to answer that particular research question. The participants will rely on a recent experience and write it down. From the participants' responses, this researcher will utilize the Atlas.ti program to “help uncover and systematically analyze complex phenomena hidden in text and multimedia data. The program provides tools that let the user locate, code, and annotate findings in primary data material, to weigh and evaluate their importance, and to visualize complex relations between them. In addition, it provides analytical and visualization tools designed to open new interpretative views on the material” (Placeholder (Lewins & Silver, 2007)). The program will help decode any final dominant themes.

Data Analysis

Descriptive statistical methods were used to organize and present the data. A more detailed, focused statistical approach is needed to provide comprehensible, clear analysis (Wady, 1998). Qualtrics was the program used to provide descriptive statistics for the following questions: What coping strategies are used by selected community college administrators to manage job pressures arising from role pressures, task pressures, conflict-mediating pressures and boundary-spanning pressures? and is there a difference in selected coping strategies utilized by the community college administrators related to age, gender, ethnicity, and years of experience?

Reliability

Reliability is usually assessed by measuring the consistency of scores over time and by determining how closely two raters agree when using the test, and by assessing the measures internal consistency (Wady, 1998). The five most common means of appraising consistency are Test, retest, parallel forms, split-half, and internal consistency. In their 1980 study, Folkman & Lazarus concluded that coping is not easily subjected to test-retest reliability because coping is a process of perception that changes at any given moment to respond to the needs of that circumstance. Wady's 1998 study utilized the test-reliability model to determine the coping patterns of a larger number of participants. This study will utilize the testing appraisal based on respondent's answers in the survey instrument.

Validity

Wady's 1998 study built on Slater's 1994 research. In 1998, Wady revised the questionnaire used by Slater to reflect the specific concerns of education administrators, and the validity for this research instrument was secured by using a panel of randomly selected community college administrators who were not part of the study. The panel evaluated the questionnaire and gave advice on modifications to the instrument. The same research instrument will be utilized for this study, but because the focus is on community college CEOs, two questions will be modified and checked for validity by this researcher's dissertation chair and dissertation methodologist.

Summary

The purpose of this study is to understand how Texas community colleges CEOs cope with stress as well as to identify the stressors regarding role, task, conflict mediating, and boundary spanning job-related stressors experienced within their academic institution. The Texas community college CEOs who are also voting members of the Texas Association of Community Colleges (TACC) were the participants for this study. The Community College Administrators Coping Questionnaire is the research instrument that will be used to obtain information on coping strategies used by the selected population. Descriptive statistics were used to express the coping strategies used by Texas community college CEOs. The outcomes and analysis of the data will be discussed further in the findings in Chapter four and the themes, implications and recommendations are discussed in Chapter five.

CHAPTER 4: DATA AND ANALYSIS

The purpose of this study is to identify the coping strategies utilized by chancellors and presidents in the Texas community college systems to manage stress associated with their official job functions. Wady (1998) found statistically significant variations between coping techniques utilized by community college leaders in California. Although this 2013 coping study was modeled after the 1998 study, researching administrators in California. This coping strategy study focused particularly on community college CEOs in Texas, and particularly those with the rank of President and Chancellor. This study identified statistically significant variations between coping strategies of community college presidents and chancellors. What is an interesting finding is that the 1998 study and 2013 study, both attempted to isolate the coping variables without focusing on factors such as demographics. The demographic information, college size, geographic, age of CEO's, ethnic background, level of education and other factors are a massive sample and can be used for additional research addressing stress for but not for the purpose of this study. The coping strategy skills are the key in the historical context of 1998 and 2013.

Three themes emerged from the CEO's of establishing allies, self-development, and visualization techniques as their primary strategies for addressing stress. These themes materialized from the respondents in the six survey question categories of coping strategies; problem solving, personal

resources, staff support, faculty support, taking action, and delaying actions. While analyzing the coping strategies in the data gathered from three research questions, which examine how community college presidents and chancellors in the community college systems of Texas deal with their stress caused by job pressures. This chapter focuses on the data and provides an analysis and interpretation of the data collected on coping with job pressures in the community college work setting in 2013. Each question was examined across specific coping strategies of community college chancellors and presidents (CEOs). Data was gathered from the study sample of community college presidents and chancellors in the Texas Community College system. Derived data were gathered for statistically significant differences using descriptive ex post fact analysis.

The Population

The participants selected for this study are community college presidents or chancellors who belong to, and are voting members of the 2012-2013 Texas Association of Community Colleges (TACC) which is a professional association for such personnel. TACC serves as a liaison between all the community colleges in Texas and works to lobby for legislation that is favorable to the colleges, and acts as a clearinghouse for information about community and junior colleges in the state. The TACC is a non-profit association that includes all 53 public community college districts in the state (TACC, 2010).

The TACC has 53 active members, as it has one paid, voting member from each district. Each of these members received a research packet and their responses were considered equally. The research packet consisted of an e-mail from Dr. Bruce Leslie, Chancellor of the Alamo Colleges and voting member endorsing the study (see Appendix A). Also included was a copy of the survey, Community College Administrators Coping Questionnaire (CCACQ).

This is considered by social science researchers to be representative of the selected population within an acceptable error limit (Wunsch, 1986; Gay, 1981). Of the 53 research packets sent to the full voting membership of TACC's membership, 42 replies were available for this research study, which is an 84 percent return rate. Of the 42 surveys, 30 of the surveys were completed for a 71% completion rate. Not all 42 respondents answered all questions; therefore, the N varies from question to question. On the CCACQ, each research participant was requested to recall a recent and difficult situation that he or she faced in the work setting. Survey questions 1-4 were used to elicit responses that would give data that were directly related to the research questions.

Wady's 1998 Study

In Wady's 1998 study, 304 participants were chosen randomly out of 1100 senior level college administrators in California. From these 304 participants, Wady received 181 completed surveys, which is a 60% return rate. In the section of her study entitled "Analysis of Data – Coping Strategies Selected to Manage Specific Pressures," she chose "the inferential statistical

procedure of the Chi-Square Test of Unequal Expected Frequencies” (Wady, pg.79, 1998). For her results, Wady only provided percentages and not raw numbers.

For example, on response S1, “I drew on my past experiences,” the percentage is 93%, but the raw number is 168. The number was acquired by multiplying the total number of respondents of 181 times .93 which represents the number of respondents who responded yes. Then under the four areas of role, task, conflict, and boundary spanning pressures, each one has its own percentage. Role pressures are 21%; task is 14%; conflict-mediating is 28%, and boundary-spanning is 13%. Wady, from the 93% or 168 respondents only looked at how many ranked role, task, conflict, or boundary as their first choice and used those percentages. To find out the raw number, one must take each area and multiply the percentage and multiple it by 181 which was the number of respondents. For example, role pressures are $181 \times .21 = 38.01$; task pressures are $181 \times .14 = 25.34$; conflict-mediating pressures are $181 \times .28 = 53.68$; and boundary-spanning are $181 \times .13 = 23.53$. The author did not include the responses of “other” chosen by the respondents; therefore the total number of respondents is 137.56 and not 168 when calculating which coping strategies were chosen and the percentages using these strategies to rank role, tasks, conflict, and boundary spanning pressures as the most dominant job pressure experience in the recalled situation.

Wady’s (1998) study had a broader sample size of academic administrators ranking from Director to Chancellor. However by the scope of

accountability there are some significant differences in perspective based on participant responses. First, her study was done in California which has 112 member colleges compared to 53 in Texas. Secondly, she included all community college executives from Director up to President and Chancellor whereas this study focuses only on community college chancellors and presidents who are voting members of TACC. Third, because she included various job titles, the volume of participants was much larger. This study was completed with a much smaller respondent size, and the focus was changed slightly to give additional data on the areas of stress, the pressures that are created and strategies to reduce the stress.

Findings Related to Research Question #1 (Survey Questions 1-4)

What coping strategies were utilized by Texas community college CEOs to manage job pressures arising from:

- a. Role pressures
- b. Task pressures
- c. Conflict-mediating pressures
- d. Boundary-spanning pressures

These four questions are directly related to the coping strategies of Texas community college CEOs. First the respondents were asked to reflect on a challenging situation at their institution and respond to four questions with that situation in mind. Secondly, the respondents were asked to pick the area that was involved when reflecting on this situation. The researcher then ranked them in order of preference. The next question dealt with their job pressures

and their preferred coping strategy. They were asked to rank the job-related stresses or work pressure they felt in this remembered situation to include role, task, conflict-mediating, and boundary spanning pressures. The third question asked the participants to choose among six general categories of coping; the final question asked the respondents to rank order from 1-6 the categories in the order they would find most effective in this situation.

Findings Related to Research Question Two (Survey Questions 1-4)

To answer the research question (1) What coping strategies were utilized by selected Texas community college administrators to manage job pressures arising from:

- a. Role pressures
- b. Task pressures
- c. Conflict-mediating pressures
- d. Boundary-spanning pressures

FINDINGS RELATED TO SURVEY QUESTION #1:

The results to Survey Question One asked the respondents to pick the area that was involved when reflecting on this challenging situation. Personal and Professional relationships emerged as underpinnings. The cultivation of staff and faculty relationships appear to have the most meaning to cope with stress for CEOs'. When ranked from highest choice to lowest choice, the 22 options ranked as follows: Board relations (46%); legal matters (44%); faculty relationships (39%); staff relationships (32%); grievances (32%); long-range planning (27%); community relationships (27%); financial management (27%); guideline compliance (22%); student relationships (20%); accreditation (17%); new construction (15%); supervision of instruction (12%); institutional analysis

(12%); fund raising (10%); community needs assessment (7%); legislative relations (7%); curriculum evaluation (5%); classrooms/laboratories (2%); maintenance (2%); alumni relations (2%); and library (0%). The variance from the 1998 study and 2013 study reveals that resources of people and facilitates can cause stress over time. However CEO's will tend to rank that stress based on their environment. Working directly with people (faculty, staff, board members, etc) may create more pressure than working with buildings or programs.

#	Answer	Bar	Response	%
9	Board relations		19	46%
15	Legal matters		18	44%
5	Faculty relationships		16	39%
3	Staff relationships		13	32%
22	Grievances		13	32%
8	Fiscal management		11	27%
1	Long - range planning		11	27%
6	Community relationships		11	27%
7	Guideline compliance		9	22%
4	Student relationships		8	20%
13	Accreditation		7	17%
17	New Construction		6	15%
21	Institutional analysis		5	12%
11	Supervision of instruction		5	12%
12	Fund raising		4	10%
19	Legislative relations		3	7%
2	Community needs assessment		3	7%
10	Curriculum evaluation		2	5%
20	Alumni relations		1	2%
18	Maintenance		1	2%
14	Classrooms/laboratories		1	2%
16	Library		0	0%

Figure 8. Areas Causing Stress for Community College CEOs

FINDINGS RELATED TO SURVEY QUESTION #2

Information from the Community College Administrator Coping Questionnaire (CCACQ) was used to determine the job pressures that they experienced and the preferred coping strategies selected by each community college administrator in the study. The participants were asked to rank the job-related stresses or work pressures they felt in that situation, to include role, task, conflict-mediating, and boundary spanning pressures. Role pressures were defined as job demands that related to responsibilities and the level of authority of the community college administrator. Task pressures were defined as interruptions of duties, such as telephone interruptions, attending meetings, and writing reports. Conflict-mediating pressures were defined as responding to issues and problems of students, staff, and faculty. Boundary-spanning pressures were defined as various demands by schools within the district, school boards, and reputable community groups, as well as demands to be in compliance with laws, regulations, and policies of federal and state agencies (Dean, 2008; March 1994; Simon 1982).

The data generated informative insight into the selection of particular coping strategies over others in the management of specific job pressures perceived in the work environment by the research participants. The respondent ranked the job pressures experienced in the recalled situation in the following descending order: Task pressures, conflict mediating pressures, boundary spanning pressures and role pressures. It is interesting to note for this

researcher that this ranking is in opposition to the ranking done by Wady's study in California in 1998.

From a historical context the identification of principal source of stresses, in 1998 was mediation and the handling of personnel/ para-professional issues. In 2013 the principle source of stress is compounded as pressures endured by community college administrators manifest themselves through challenges such as; trying to satisfy faculty, staff, students, board, and maintain morale. Additional presidential initiatives must be executed as well as performing task to sustain the operation with limited funding. These coping strategies are all inclusive as to why these leaders must now be more strategic with funding and stress management. (Placeholder12) The following chart details a comparison of both Wady's 1998 and this researcher's analysis of stressors.

<i>Study</i>	<i>Rank 1</i>	<i>Rank 2</i>	<i>Rank 3</i>	<i>Rank 4</i>
<i>1998 California (G. Wady)</i>	<i>Conflict Mediating</i>	<i>Role Pressures</i>	<i>Task Pressures</i>	<i>Boundary Spanning</i>
<i>2013 Texas (K. Cantu)</i>	<i>Task Pressures</i>	<i>Conflict Mediating</i>	<i>Boundary Spanning</i>	<i>Role Pressures</i>

Figure 9 Differences in ranking order

#	Answer	1	2	3	4	5	Total Responses ▼
2	,f,...Task- telephone interruptions, meetings, writing reports	6	2	13	5	5	31
3	,f,...Conflict - mediating problems of students, staff, faculty	6	5	10	6	4	31
1	,f,...Role- job expectations, level of authority	6	10	3	11	2	32
4	,f,...Boundary- demands by school/district/board/state and federal agencies, faculty/staff association, community	6	12	4	7	3	32
5	Other -	8	3	2	2	17	32
	Total	32	32	32	31	31	-

Figure 10. Number of Responses Given in Each Area of Type of Job Pressures

It is interesting to note that the emphasis in the late 1990s was on conflict mediating in 2013, the focus in on task pressures. This shows that responding to issues and problems of students, staff and faculty is less of a problem, but things such as interruptions of duties, attending meetings and writing reports has become more stressful. This would indicate that the stressors are more from operational requirements and less from people management as relationships are fortified.

Also of interest is that boundary spanning pressures were the least emphasized pressures in 1998, but in 2013, role pressures are seen as the least important. In 1998, the demands that school administrators, trustees and community groups were putting on community college administrators were least important, but in 2013, job demands that related to responsibilities and the level of authority of the community college administrator were not seen as the least important source of pressure.

In the 2013 study, respondents were allowed to choose “other” as an option instead of just role pressure, task pressure, conflict mediating, or boundary spanning. Some of the choices used included: organizational operations, legal issues, renegade board member, public relations, the board overstepping their responsibilities, and community pressures.

FINDINGS RELATED TO SURVEY QUESTION #3

Throughout literature many coping strategies have been identified. These coping strategies have tended to be stratified across six general categories of coping. The most identified categories from the research literature were: (1) taking action, (2) personal resources (3) co-worker support, (4) supervisor support, (5) delaying action, and (6) problem solving (Wady, 1998; Gearing, 1995; Long, Kahn, and Schultz, 1992; Amatea & Fong, 1991; McDonald and Korabik, 1991; Parkes, 1990; Ogus, Greenglass, and Burke, 1990).

Using these six strategies as possible choices of CEOs coping with a stressful situation, the respondents to this 2013 survey, The Community College Administration Coping Questionnaire (CCACQ), the Texas Community College CEOs chose the following strategies (Figure 11):

Coping Category & Strategy	% Yes	% No
<u>Problem Solving (Median: 84%)</u>		
S1. I drew on my past experiences in similar situations.	100	0
S2. I wrote down possible alternatives to use.	53	53
S5. I reviewed the consequences of the possible alternatives.	93	7
S10. I went over in my mind what I would say or do.	93	7
<u>Taking Action: (Median: 33%)</u>		
S3. I changed plans so things would turn out all right.	36	64
S4. I tried to get persons involved to change their minds.	70	30
S19. I attempted to change policy.	6	94
S20. I attempted to establish programs	20	80
<u>Personal resources (Median: 47%)</u>		
S6. I used physical exercise to deal with the frustration.	46	54
S11. I used humor to relieve tension.	66	34
S15. I used relaxation techniques to manage the tension.	30	70
<u>Staff Support (Median: 47%)</u>		
S16. I asked for advice from staff.	76	24
S17. I let staff know about my uncomfortable feelings.	36	64
S18. I accepted sympathy and understanding from the staff.	30	70
<u>Faculty support (Median: 40%)</u>		
S12. I turned to staff/faculty/students/other to obtain more information.	90	10
S13. I talked to staff about my frustrations.	30	70
S14. I let staff/faculty/students/others know the task was too much.	0	100
<u>Delaying action (Median: 32%)</u>		
S7. I waited to see what would happen before doing anything.	33	66
S8. I separated myself from the people who created the situation.	40	60
S9. I turned my attention to another activity.	23	77

Figure 11. Six strategies as possible choices in coping

In analyzing these statistics, drawing on past experiences was favored by all 30 respondents as a coping skill. Reviewing consequences of possible alternatives, going over in one's mind what should be said or done, and turning to staff/faculty/students/others to obtain more information also ranked very high as a possible coping skill. These are often considered very "pro-active" functions and use previous and current knowledge from others to help to formulate a solution. Going over in one's mind what might be done or said gives the community college administrator an opportunity to use a possible pro/con scenario to find an answer to the problem. Visualization techniques reveal themselves as a coping mechanism. The coping category "Problem Solving has a Median of 84%, making that coping mechanism selection significant from the respondents. Of the six possible mechanisms problem solving, reiterates the concept of administrators preferring a pro-active approach when choosing a coping strategy.

The least favored coping skill was, by far, letting the staff/faculty/students/others know the task was too much. This could be perceived as an administrator not wanting to admit they could not solve a problem or handle a situation which would be a sign of administrative weakness. Effective decision-making requires both procedure and analysis, but its essence is an ethics of action (Drucker, 2002). Another coping skill that was rarely chosen was solving the problem by attempting to change policy. All administrators know that changing policy is a very long-term procedure and often there is not enough time available before a decision needs to be made.

The key is to pull together a team of the best stakeholders and decision makers to implement the new ideas and to explain to everyone involved---particularly upper management---how the policy change will improve the company (Palfreyman & Tapper, 2008; Kramer, 2010). When comparing coping categories, there was only a 1% difference in median scores between taking action and delaying action. When one looks at the individual strategies in taking action, they include actions that fall in the “changing plans/changing someone’s mind/changing policy” areas. All of these require other people or policies to be changed which often is difficult to do. In the delaying action category, the strategies are in the “do nothing” range of behavior. By waiting to see what would happen, turning attention to other activities, and separating oneself from the people who created the situation, nothing will be done and the problem will not be solved.

FINDINGS RELATED TO SURVEY QUESTION #4

This survey questioned asked the respondents to rank order from 1-6 the six coping categories in the order they felt would be most effective. This ranking showed the following order from largest to smallest: Problem solving; staff support; taking action; personal resources; faculty support and delaying action. This data, when compared to the data from Survey Question #3 shows that problem solving strategies are the ones viewed as being the most effective as well as the one most chosen. Problem solving received almost double the next highest score in which strategies were chosen by community college administrators; in being the most effective strategy, it was $\frac{3}{4}$ of a percentage

point from the next closest category. Given that there were only 6 possible points, $\frac{3}{4}$ of 1 percentage point could be considered significant.

#	Answer	1	2	3	4	5	6	Total Responses
1	staff support	4	7	7	6	5	1	30
2	faculty support	0	5	4	7	7	7	30
3	delaying action	6	2	2	2	4	14	30
4	personal resources	4	3	7	9	3	4	30
5	taking action	2	8	8	3	7	2	30
6	problem-solving	14	5	2	3	4	2	30
	Total	30	30	30	30	30	30	-

Figure 12. Rank order of the six coping categories

The strategies of delaying action were seen as the least effective and rarely chosen. This category ranked the lowest on both scales. It would appear that community college administrators do not see putting off making choices or simply ignoring the problem as effective methods to solving problems and relieving stress. From the CEOs perspective this delayed response strategy is ineffective. However, from outside the CEO perspective caution prior to making important decision is developed skill and should not be interpreted as ineffective.

Findings Related to Research Question Two (Survey Questions 5-11)

To answer research question (2) Is there a difference in selected coping strategies utilized by Texas community college CEO's related to age, gender,

ethnicity, and years of experience? Illustrated the differences in coping strategies used dependent on the variables of age, gender, ethnicity, and years of experience. The results revealed some changes from 1998 Wady study in California to the 2013 study.

FINDINGS RELATED TO SURVEY QUESTION #5

Survey question #5 was the first of the next five questions that were asked in order to get demographic and sociological data from the respondents. This question had the respondents give their present age within a specific range. The resultant data from the 30 respondents is as follows:




#	Answer	Bar	Response	%
1	under 30		0	0%
2	31-40		0	0%
3	41-50		4	13%
4	51-60		6	20%
5	60+		20	67%
	Total		30	

Figure 13. Range of Age of Respondents

This shows that the age category of 60 has twice the number of administrators as the other five categories combined contain. In order to become a community college CEO, it would appear that it is necessary for the person to go through the ranks of education, possibly as a teacher and on to assistant professor, associate professor, full professor, dean in any number of



areas, vice president/chancellor, and finally as the CEO of the institution.

Wady's study of 1998 had major differences in the age ranges from this study. The age categories of 41-53 and 51-60 accounted for 88% of the participants in 1998 but only 33% in 2013. The participants who were 60+ in 1998 only included 8% while in 2013, 67% were in this age range.

FINDINGS RELATED TO SURVEY QUESTION #6

Survey Question #6 addressed the area of gender of Texas community college administrators. With percentages of 63% versus 37%, men are, by far, the leaders in the Texas community college educational system. According to TACC membership role, out of the 53 community college districts 36 of its members were male and 17 were female (TACC, 2010). Wady's study also indicated that men outnumbered women but by a smaller ratio of 53 to 47%.

Figure 14. Gender of the Respondents

#	Answer	Bar	Response	%
1	Male		19	63%
2	Female		11	37%
	Total		30	

FINDINGS RELATED TO SURVEY QUESTION #7

This survey question addresses the area of ethnicity. Respondents were given five choices in choosing their ethnic background: Asian, African-American, Hispanic, White, and Other. The data revealed the following information:

#	Answer	Bar	Response	%
1	Asian		0	0%
2	African-American		2	7%
3	Hispanic		4	13%
4	White		24	80%
5	Other		0	0%
	Total		30	

Figure 15. Ethnicity of Respondents

These findings clearly show that the ethnic origin of the majority of Texas community college CEOs are white. Even with the low number of responses, it does appear that the results are very one-sided. Wady's study showed very close data in all ethnic categories.

FINDINGS REGARDING SURVEY QUESTION #8

Survey Question #8 is attempting to ascertain the highest level of education achieved by the CEOs involved in the research. The choices were: BS/BA; Master's; Doctorate; and Other. The data showed the following information:

#	Answer	Bar	Response	%
1	BS/BA		1	3%
2	Master		4	13%
3	Doctorate		25	83%
4	Other		0	0%
	Total		30	

Figure 16. Educational Level of the Respondents

This data shows that educators having a Doctorate would be four times more likely to hold a position of CEO of a Texas community college than any other educational level. This would give someone with the position of CEO as their vocational goal the impetus to further their education to the highest level. Wady's study of 1998 showed almost opposite statistics. Whereas 83% of the respondents held doctorates in 2013, only 38% did so in 1998.

FINDINGS RELATED TO SURVEY QUESTION #9

The number of years that the respondent has worked in the community college system was the focus of Survey Question #9. The respondents were given four options to choose from and the data revealed the following information:

#	Answer	Bar	Response	%
1	1-4	<div></div>	1	3%
2	5-9	<div></div>	1	3%
3	10-20	<div></div>	8	27%
4	20+	<div></div>	20	67%
	Total		30	

Figure 17. Range of Years Worked in the Community College System

It would appear that it takes 20 or more years for an employee to go through the ranks of professorship or administration to reach the highest level possible. Two-thirds of the respondents had worked in the college system for

over 20 years. Again, the statistics show marked differences between Wady's study and this study. While 67% of the 2013 respondents had 20+ years of experience, only 53% of the 1998 respondents had a similar level of experience.

Findings Related to Research Question Three(Open Ended Question)

How do Texas community college administrators describe conflicts regarding role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures?

Research Question Three was an open-ended request for information regarding conflicts and what type of pressures they presented. Because the research focused on defining the type of pressures endured by community college CEOs, the researcher then took these open-ended answers and assigned them to one of the four categories, plus a category of "other" for those responses that did not adequately fit into the four identified categories. The following responses were received:

TASK PRESSURE

Task pressures are seen as stress that comes from the clarity of occupational duties and include such things as interruptions of duties, having to attend meetings and writing reports. The open-ended answers to this question that were assigned to this area were:

1. There are general philosophical differences with faculty over the direction of the institution.

2. A lack of following prescribed training given to all provosts. For example: There were bomb threats on several different campuses, but Provosts reacted differently even though they had received the same training. Caused a lot of confusion throughout the system.
3. Advertising, interviewing and hiring a Vice President of Instruction.
4. Organizing a Strategic Planning Workshop and not having all board members attend.
5. Non-renewal of faculty with possible Equal Employment Opportunity Commission (EEOC) or legal concerns.
6. Meeting with community leaders to discuss the closure of a training center in their community.

CONFLICT MEDIATING PRESSURE

Conflict-mediating pressures refer to the role conflict where the stress stems from unreliable or opposing expectations. The responses that fell in this area included responses to issues and problems of staff, faculty and students.

The open-ended responses in this area were

1. Having to investigate complaints against an administrator.
2. Dealing with a faculty member having inappropriate relationships with current students.
3. A situation arose at one campus where the faculty rebelled against their Director and several resigned in the middle of a semester. The Director was reassigned, but then filed grievances against the administration because of the reassignment. The students and community members were involved in the dissension by persons from both sides. The administration was forbidden to defend its own actions in the public arena.
4. Numerous bomb threats over a period of three weeks.

5. Students were not completing their programs successfully, but the Program Director, although aware of the program's deficiencies, refused to accommodate students' requests.

6. A disgruntled employee who left the community college required a legal remedy.

Boundary-spanning conflicts promote tension when the occupational position of the person experiences the stresses of conflicting roles. These include various demands by schools within the district, school boards, and reputable community groups as well as demands to be in compliance with laws, regulations, and policies of federal and state agencies.

BOUNDARY

1. The college is near bankruptcy. An annexation issue must pass in an election to provide necessary funding to keep college running. There are terrible media, community, student, staff, and faculty relations. All of the board members are fighting with each other. The local newspaper is calling for resignations of all administration. The college has only 1.6 million in the bank, but is spending over \$800,000 a month. Financial exigencies, reductions in force, terminations, and program changes are constantly occurring.
2. Changes in the TRS system involving adjunct faculty loads and the financial implications of this mandated change are difficult to address.
3. A sub-ordinate who assumes more authority than has been given to them.
4. An online dishonesty issue involving student athletes. Also, an athletic ineligibility issue affecting several individuals that could impact the last season.

ROLE PRESSURES

Role pressures arise from within work groups and show the demeanor of people by the functions that they perform. Some examples of role pressures

may include job demands that are related to the responsibilities and the level of authority of the community college administrator.

2. An unusual and disturbing situation regarding housing a student on campus that affected faculty and community members.
3. Dealing with significant specific needs that had to be addressed during construction, while maintaining an appropriate level of expenditures as different needs and change orders arose.
4. The Board performed an evaluation of personnel using a formal evaluation tool. They requested personnel to evaluate the President. As this was the first time this had occurred, rumors began that the Board was gathering information in order to not renew the President's contract.
5. Each faculty member was asked to choose one textbook for each discipline. The faculty did not like the request and fought very hard against it.
6. Adjustments have been made for faculty salaries over the years. The same changes have not been made for staff personnel and this may cause a problem.

OTHER

The category of "other" was used for those comments that did not fit into the prescribed four areas of pressures. Comments made that fell into this category were:

1. A grievance had been filed on the wife of the President-elect. My vice presidents had to hear the grievance, but they wanted to recuse themselves but I would not allow it. After they heard part of the grievance, she decided to resign.

2. A Board member misses several meetings, but sends e-mail requests for information about what occurred at the meetings. When he does come to the meetings, he is disruptive and combative with other Board members. Because the President works at the pleasure of the Board, it is the responsibility of the Board to address this unacceptable behavior.
3. Attempting to bring consensus to pursue a \$159 billion bond issue and a .03 increase in a maintenance tax election.
4. Being over budget, over staffed and the work not getting done.
5. Being accused by a former Board member of willful wrong doing during a tax election. This person attempted to have charges filed with the county and district attorneys. They ultimately filed a complaint with the Texas Attorney General. This situation has been in process for over two-years and is very stressful.
6. Having one Board member stop a plan to provide employees with raises and instead, lower the proposed tax increase. This was accomplished by secretly meeting with one Board member first and then proposing a vote in such a way that most other Board members did not understand the vote.
7. The community college was placed on probation by the accrediting organization.

In examining these open-ended responses, they run the gamut from being clearly related to one of the four areas of task pressures, role pressures, conflict-mediating pressures, and boundary-spanning pressures. Some of the responses could be correctly related to more than one area. The items that fell in the “Other” category, in most cases, are very specific to one person’s situation and not to a college-wide issue.

Because of the range of issues and the fact that each area has several different comments, it would appear that each area needs to be addressed in recommendations to remediate these problems, which will be discussed in detail in Chapter 5.

Findings Related to Survey Question # 10-11

These survey questions from 2013 dealt with the titles of the CEO of the 30 community colleges represented by respondents and the type of institution they administrated. These answers indicated that 17% were titled “Chancellor,” while 83% were called “President.” As was discussed in Chapter Two of this research, a “Chancellor” is the administrative leader in a multi-campus system or district, whereas a “President” is the leader of a one-college system.

From the historical perspective it is important to note that Wady’s (1998) study of community college administrators in California did not particularly focus on community college administrators with the rank of President and Chancellor. The 1998 study presented a broader range and thus convoluted any disaggregation for solutions and strategies of the top level administrators in community colleges.



#	Answer	Bar	Response	%
1	Chancellor		5	17%
2	President		25	83%
	Total		30	

Figure 18. Job Title of Respondent

The Texas CEOs then responded in 2013 to Survey Question 11 regarding the type of institution they led. The data shows that 57% were in charge of a one-college system and 43% were the head of a district. This area was not addressed in the Wady (1998) study.



#	Answer	Bar	Response	%
1	One College System		17	57%
2	District		13	43%
	Total		30	

Figure 19. Type of Educational System Represented

Taken as a whole, this demographic and statistical data reveals that over-whelming, the CEO of a Texas community college system is a white man who is 60+ years old, holds a Doctorate Degree with more than 20 years of experience in the academic world and who is President in a one-college system program.

Recapping the Findings

The respondents were asked to recall a recent and difficult situation that he or she faced in the community college work setting. Questions 1 through 4 of the survey dealt directly with the research question (1) What coping strategies were utilized by selected Texas community college administrators to manage job pressures arising from:

- a. Role pressures
- b. Task pressures

- c. Conflict-mediating pressures
- d. Boundary-spanning pressures

Survey questions 5 through 11 provided personal/professional demographic data of the respondents to answer research question (2) Is there a difference in selected coping strategies utilized by Texas community college CEO's related to age, gender, ethnicity, and years of experience?

Survey question 12 was an open-ended request for information regarding conflicts and what type of pressures they presented. This survey question answered research question (3) How do Texas community college CEO's discuss conflicts regarding role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures.

1. The respondents were asked to pick the area of administrative responsibility that was involved when reflecting on this challenging situation. Three of the four top areas were in the arena of relationships with others: The Board, the faculty, and the staff. Other high scoring relationship areas included the community, the students and the legislature.
2. The second area of the study dealt with ranking the job-related stresses or work pressures they felt in that situation, following is ranked in descending order: Task pressures, conflict-mediating pressures, boundary-spanning pressures and role pressures.
3. The ranked order of coping categories when reviewing of a stressful situation were: Problem-solving, staff support which tied with personal resources, faculty support, taking action, and delaying action. Most categories had at least one strategy that was extremely high or extremely low which may have tended to affect the category's overall ranking.
4. The research data indicated that the coping strategy most identified by the respondents was in the area of problem solving. Everyone identified "I drew on my past experiences

in similar situations” which shows that experience in working in the community college system is one of the best ways to learn how to deal with current stressful situations.

5. The data showed that letting the staff/faculty/students/others know that the task was too much for them to deal with was the least favored strategy. This strategy would indicate a weak administrator which would be a negative indicator. Another strategy that was ranked low was in changing policy, which is a very long-term, time-consuming action. Neither of these two strategies would result in a quick solution to any crises situation.
6. The last part of the survey dealing with stress and coping strategies asked the respondents to rank the six coping categories. The following ranking was given: Problem solving, staff support, taking action, personal resources, faculty support, and delaying action.
7. When analyzing demographic data, the following demographic information was elicited:
 - a. The age category of 60+ was overwhelmingly chosen.
 - b. The survey showed that, by a large majority, men responded to this questionnaire.
 - c. The majority of respondents were White.
 - d. Over 80% of the respondents held a Doctorate Degree.
 - e. The majority of respondents had worked in the community college system for 20+ years.
 - f. When analyzing the titles of the CEO of the 30 community colleges represented by respondents, 17% were titled “Chancellor” and 83% were titled “President”.
 - g. Survey Question 11 showed that 57% of the respondents were in charge of a one-college system, while 43% were the head of a district.
8. When analyzing the open-ended question of how Texas community college administrators describe conflicts regarding role pressures, each response was assigned to

one of the four categories, plus a category of other. “Other” pressures received the highest percentage of responses, followed by task and conflict-mediating pressures (tie), role pressures, and finally, boundary-spanning pressures. The range of ranking these pressures was 25% to 14%.

Themes of **Establishing allies, Self-development, and Visualization**

techniques emerged from the six survey categories of problem solving, personal resources, staff support, faculty support, taking action, and delaying action in each of the survey question. The next and final section will address how these finding are important to leaders and future leaders of community college in the context of an unstable economy, a massive number of dislocated workers seeking training opportunities, and complex problems developing on their respective campuses to address the needs of students in their communities.

CHAPTER 5 – SUMMARY

THEMES, IMPLICATIONS AND RECOMMENDATIONS

This research addressing Performance and Pressure: A Mixed Methodological Study on The Coping and Managing of Community College CEOs identified the coping strategies utilized by CEOs in the Texas Community College system. This 2013 research project also revealed how these CEOs manage pressures associated with their responsibilities in their official job functions. Wady's (1998) previous research in the California inspired this study, by focusing on the Community College system's breadth of academic administrators ranging from Assistant Directors to Chancellors.

This 2013 study narrows the focus by examining coping strategies Chief Executive Officers (CEOs) serving in the roles of President and Chancellor. Additionally the 2013 study draws specifically from a selected sample of administrators from the Texas Association of Community Colleges (TACC) who were voting members. Lastly, the investigation analyzed the coping strategies ranked by the respondents from Texas Association of Community Colleges (TACC) who were voting members.

The themes emerged of establishing allies, self-development, and visualization techniques used as coping strategies and continue to stand out in this review. Even within the context of six survey categories the coping strategies, problem solving, personal resources, staff support, faculty support, taking action, delaying actions, and building relationships illustrate similar survey responses with all CEOs. Building relationships survey responses with

faculty and staff were significantly selected by CEOs as coping strategies for the theme of establishing allies. For the theme of self-development, self-talk, and reflecting on experience were also survey responses demonstrating coping strategies. Lastly, regular exercises, mediation, and yoga, were additional mechanism to cope with stress.

Using three research questions to frame the study, a modified questionnaire based on Wady's 1998 study, and the research methodology of descriptive ex-post facto, themes emerged which can be used to develop training for stress management techniques of CEO's as **establishing allies, self-development, and visualization**. Because of this study community college CEO's, community college researchers, and university department chairs can incorporate stress management as a credential, course, and management development program. The integration of the techniques utilized by community college leaders can be taught thematically as university programs, community college chancellors and presidents are training leaders for the future. The management of stress and the mastery of techniques to do so are critical for effective leadership.

Themes: Establishing allies, Self-development, and Visualization techniques

The six categories of survey questions: coping strategies; problem solving, personal resources, staff support, faculty support, taking action, and delaying actions as being representative of the published responses and stress management tools of Texas community college CEO's all illustrated coping strategy themes. The execution of strategies emerged are clustered together into

the themes of **establishing allies**, **self-development**, and **visualization** techniques as CEOs primary strategies for addressing stress. The analysis illustrated the following survey categories with supporting themes in order of preference for the strategy chosen (Wady, 1998; Slater 1994, 1996; Saffer, 1983; Shinn & Morch, 1983; Lazarus & Folkman, 1984; Perlin & Schooler, 1978).

PROBLEM SOLVING

The leading themes of **self-development and visualizations** as a coping strategies emerged as a prominent discovery. The CEO's expressed the results as follows: Every respondent (100%) chose "I drew on my past experiences in similar situations" (S1), followed by "I reviewed the consequences of the possible alternatives" (93%) and "I went over in my mind what I would say or do" (93%). These findings support the research literature that pro-active responses to stressful situations are more likely to reduce stress, thus allowing the administrator to play an active role in solving problems in the community college system (Allison, 2004; Dewe, O'Driscoll & Cooper, 2010). Leadership training and management development programs should teach future CEOs and others in the career track problem solving skills:

Under **self-development** techniques for problem solving such as:

- 1) Workouts for CEOs with tight schedules
- 2) Meditation and Affirmation Techniques
- 3) Dietary considerations for CEOs that eat on the road

Under **visualization** techniques for problem solving such as:

- 1) Creating environments that allows administrators to imagine the solution working.
- 2) Creating table set drills that allow for the mental exercise to develop alternatives
- 3) Watch movies that have similar motifs of problem solving to visualize recommendations.

A supplemental note to solve problems the theme of **establishing allies** did not occur as much but the tactic of writing down possible alternatives to use, rated at 53%, which would be statistically considered a high score as it is above 50%, but this strategy tactic was the lowest ranked choice among CEOs.

PERSONAL RESOURCES

This category was selected by less than half of the CEO sample, with the exception of using humor as a coping strategy which was chosen by 66% of the respondents and the theme of **establishing allies** did not emerge. Using physical exercise was chosen by 46% of the respondents and the lowest ranked choice at 30% was using relaxation techniques to manage tension. Leadership training and management development programs should teach future CEOs and others in the career track personal resource skills:

Under **self-development** techniques for personal resources such as:

- a. CEOs can keep good luck charms to feel better about stressful situations
- b. Learn to discuss with close colleagues, mentors and family
- c. Learn to rely on humor to relieve stress even laughing at ones-self.

Under **visualization** techniques for personal resources such as:

- 1) Invest in posters with positive affirmations
- 2) Invest in music that promotes positive emotion to relive stress.

- 3) Invest in positive affirmation audio books to reaffirm self-esteem in stressful situations

STAFF SUPPORT

Staff support tied with personal resources as a possible category.

Asking advice from staff was over-whelming chosen by 76% of the respondents; whereas letting staff know about the administrator's uncomfortable feelings and accepting sympathy and understanding from the staff were ranked at 36% and 30% respectively. Leadership training and management development programs should teach future CEOs and others in the career track skills to gain staff support:

Under **self-development** techniques for staff support such as:

- a. Study external mentorship programs to staff support and create meaningful relationships prior to stressful situations.
- b. Develop meaning relationships with CEOs at the same level to garner support in stressful and non-stressful times. (Example: Programs between a seasoned veteran and novice CEOs)
- c. Attend the trainings for new staff on understanding their role alleviate anxieties (Builds comradely as the CEOs can understand what is being taught to new staff entering the organization (spot check).

Under **visualization** techniques for staff support such as:

- 1) Do mental exercises to practice addressing staff during stressful situations (rehearsal)
- 2) Role-play with peer if possible to see how a stressful conversation will play out.

Under **establishing allies** techniques for staff support such as:

- 1) Grow your own leadership programs to assist future leaders and build relationships
- 2) Developing a rapport with colleagues by helping them during times of stress

FACULTY SUPPORT

This category referred to on-the-job professional relationships with others in the community college system. Faculty support was ranked fourth among the six possible categories. In this area, turning to staff/faculty/students/others to obtain more information was chosen 90% of the time which was the fourth highest strategy out of 22 possible. Because the other two strategies in this category which were talking to staff about frustrations, ranked at 30% and letting staff/faculty/students/others know the task was too much which was never chosen were so low, this has appeared to statistically lower the overall ranking. Leadership training and management development programs should teach future CEOs and others in the career track skills to gain faculty support:

Under **self-development** techniques for faculty support such as:

- a. Participate in communication outside of meetings individually with faculty to build future support.
- b. Attend workshops outside the CEO's discipline to learn of faculty issues in context.
- c. Support faculty during their times of heavy stress (accreditation cycles, mid-terms and finals).

Under **visualization** techniques for faculty support such as:

- 1) Look at national trends, study data of programs that are similar to assist the faculty.
- 2) Teach as class on campus to see and experience first-hand current student trends

Under **establishing allies** techniques for faculty support such as:

- 1) Host trainings for adjunct faculty /novice faculty (on the role of the administration, etc)
- 2) Grow leadership within the context of the organization and mentor new faculty leaders (create advancement opportunities)
- 3) Talk with a distinguished faculty members for input on campus issue (Be sure to use their good advice and give credit)

TAKING ACTION

In this category, again one score has affected statistically the overall ranking. The highest scoring strategy was trying to get persons involved to change their minds at 70% which is statistically a high score, but the other strategies affected the final ranking. Changing plans so things would turn out all right were chosen at 36%, attempting to establish programs were chosen 20% and attempting to change policy was only chosen by 6% of the respondents. Leadership training and management development programs should teach future CEOs and others in the career track skills in taking action to maintain effectiveness:

Under **self-development** techniques for taking action such as:

- 1) Develop a procedure at handling stress at work to take action

- 2) Develop a policy within the context of strategic plan to mitigate stressful situation brought on by systemic issues. (Emergency management)

Under **visualization** techniques for taking action such as:

- 1) Think deeply about adding a procedure or policy to alleviate a problem and the affects.
- 2) Think deeply about the situation will impact the organizational unit (system), picture working “within the system” to alleviate the situation.

Under **establishing allies** techniques for taking action such as:

- 1) Assign trusted colleagues who can assist faculty in alleviating problem and be considered an expert e.g. an assigned individual for every academic department to handle data
- 2) Empower individuals to assist faculty in making recommendations and providing solutions for credentialing programs and courses.
- 3) Indicate the wiliness to hire an outside consultant to assist faculty in resolving the stressful situation to support them, then follow up with their request.

DELAYING ACTION

All of the strategies in this category were chosen very few of the times.

Separating oneself from the people who created the situation was chosen 40% of the time, waiting to see what would happen before doing anything was chosen 33% of the time, and turning attention to another activity was only chosen 23% of the time. Leadership training and management development programs should teach future CEOs and others in the career track skills in delaying action to maintain effectiveness:

Under **self-development** techniques for delaying action such as:

- 1) Practice learning of all facts and the impact of those facts prior to decision making. Delaying responses to learn of issue in lieu of “knee jerk” reaction can allow for the leader to maintain composure.
- 2) Practice delay decision making to minimize systemic disruptions (do not circumvent existing policy with sharing decisions with stakeholders)

Under **visualization** techniques for delaying action such as:

- 1) Think of solving potential problems before reacting
- 2) Think of alternative to crisis before reacting
- 3) Role play in mind

For Building Allies

- 1) Talk to someone who has a stake in the stressful situation
- 2) Seek professional advice from colleagues
- 3) Talk to an expert of the situation (campus, community or constituent experts)

In summary leadership, training and management development programs should survey future CEOs and others in the career track skills to manage stress. This training should provide insight to CEOs and future CEOs about stress management as an integral tool for effective leadership. It is interesting to note the differences of category and strategy chosen from a historical perspective to understand context, significance and value during 1998 and 2013. The following table clarifies the variation in response categories from the two coping strategy studies.

<u>Category/Strategy</u>	<u>1998 Wady California</u>	<u>2013 Cantu Texas</u>
Problem solving	86	84
Over-all ranking	1	1
I drew on my past experiences in similar situations.	93	100
I wrote down possible alternatives.	60	53
I reviewed the consequences of the possible alternatives.	96	93
I went over in my mind what I would say or do.	95	93
Taking action	48	33
Over-all ranking	5	5
I changed plans so things would turn out all right.	46	36
I tried to get persons involved to change their minds.	70	70
I attempted to change policy.	32	6
I attempted to establish programs.	47	20
Personnel resources	54	47
Over-all ranking	3	2
I used physical exercise to deal with the frustration.	49	46
I used humor to release tension	72	66
I used relaxation techniques to manage the tension.	41	30
Staff support	56	47
Over-all ranking	2	3
I asked for advice from staff.	72	76
I let staff know my uncomfortable feeling.	52	36
I accepted sympathy and understanding from the staff.	46	30
Faculty support	53	40
Over-all ranking	4	4
I turned to staff/faculty/students/others to obtain information.	93	90
I talked to staff about my frustration.	58	30
I let staff/faculty/students/others know the task was too much.	8	0
Delaying action	21	32
Over-all ranking	6	6
I waited to see what would happen before doing anything.	19	33
I separated myself from people who created the situation.	25	40
I turned my attention to another activity.	20	23

Implications

This research identified the coping strategies themes of **establishing allies, self-development, and visualization** techniques utilized by CEOs of the Texas Community College system. Additionally these findings illustrate by theme, the importance in leadership training and management development programs to teach future CEOs and others in the career track skills in delaying action to maintain effectiveness as they manage pressures associated with their responsibilities in their official job functions. The implications of the findings to develop leaders emerged from a historical perspective, a contemporized perspective and future perspective. The coping strategies utilized by administrators at varying levels in California in 1998, and those strategies utilized by CEOs in Texas in 2013. By examining the responses in historical context these developments with a difficult economic environment, policy set by the state, workforce development and managing the college's operation. Identifying coping phenomena can help to develop new tactics to help current CEOs perform more effectively as stress increases.

California in the 1990s had one of the world's largest economies. It was ranked eighth behind the entire countries of the United States, Japan, USSR, Germany, Mainland China, France, Italy, and the United Kingdom (California Guide, 1991). Texas in 2013 also has a robust economy (during the Great Recession) and has added nearly 19 percent of the nation's population growth

for the year, and rising as the third largest city in the US is Houston TX (Commission, 2012). Although the predictors of the nation's economic growth is often seen as pessimistic, Texas is enjoying growth by having been able to replace most of the 400,000 jobs lost during the recession while only about 50 percent of the U. S. jobs lost have been recovered (Texas Workforce Commission, 2012).

These contextual challenges present specific problems to community college leaders, as community colleges are viewed as the integral short term solution, to solving problems for Americans workforce training program. (Congress, 2008). CEOs are having the added pressure and responsibility to participate in local and regional economic development with public officials is challenging. Community colleges are additionally requested to provide a plan to provide credentialing programs to develop a viable workforce: Thus increasing the local community to attract companies to provide jobs. Causes for community college system's administrators to exhibit such high stress levels related to governing of their institution appear to be related additionally to budget reductions and maintain credentialing programs.

The majority of the answers appear to be directly related to the financial situation of educational systems in Texas. The legislature cut the education budget by \$5.4 billion in 2011 because of the aftermath of the recession that began in the 2008-2009 time period (Texas CEO Magazine, 2012). There are two salient points. First, districts absorbed the cuts in diverse ways. Second, many of them were unable to do that without laying off teachers. Despite an

average increase of 83,000 students statewide in each of the last four years, districts eliminated more than 10,000 teaching positions last year. That came as about a third of districts dipped into their emergency fund balances in 2011-2012 to compensate for state shortfalls (*Texas Tribune*, 2013).

These drastic budget cuts have horrifically impacted the community college systems throughout Texas. Texas community colleges have been experiencing a historic growth spurt (with dislocated workers and first-year students), but the colleges have been forced to increase class sizes and lay off employees without additional state funding confounding the notion of helping with a qualified workforce. Although the 2011 budget did not include cuts for community colleges, the spending remained flat and did not cover a 20 percent increase in enrollment during the previous two-years (Dallas/Fort Worth Local, 2013). Many state lawmakers are pushing for higher budgets for the community college system because of the vital role in educating returning veterans and the unemployed to the state's workforce. Community college CEOs are asking for \$1.9 billion for the biennium, which is \$320 million above the recommendation in the draft budget, and managing their stress while engaging in state politics. (Dallas/Fort Worth Local, 2013).

Even with massive infusions of money into the community college system which is unlikely, everyone who either works in the system or the students themselves will continue to be affected by the legislative budget actions taken in previous years. The solutions to helping the CEOs cope with these continued situations are multi-faceted. From this research it has been

shown that giving the administrators more training in the area of relationship building with others to promote **allies** is the utmost importance. This would include the Board of Trustees, faculty, staff, students, community leaders, as well as the state legislature. Training in areas of conflict resolution and mediation would also be beneficial to these leaders to **visualize** and anticipate stressful change. CEOs can **self-develop** further by being more knowledgeable in methods addressing constant problems caused by cuts in the budget would be a valuable asset to the institution.

Changes in political climate, the need to do more with less, changes in employer/employee relations; the growth of the Information age and the development of distance education. From 1998 to 2013, the delivery and definition of distance education (and e-learning) has expanded substantially strengthened and assumed a more international scope. There has been an impressive growth in the conceptual, empirical, and experiential foundations of the field (Visser, 2012). Each section of the country, and sometimes each section of a state, faces different problems that are continuing to put additional stress upon community college presidents and chancellors. As with Wady's study, further evidence is shown that administrators felt they were working in environments that were constantly changing and becoming increasingly more complex.

In summary, the implications for mastering tactics that help CEOs **establish allies**, participate in **self-development** activities, and **visualize** effective outcomes will aid the community college leader in providing excellent

leadership to the institutions for the benefit of students. Giving future administrators more training options to utilize more, and possibly different, stress management techniques and coping skills in the workplace could help them to alleviate some of the day-to-day stress, thus creating opportunities to develop effective leaders in the community college.

Recommendations

As stressors and factors that increase stress are growing more complex for CEOs, the recommendations to manage and cope with stress should reflect this dynamic climate. Leadership training and management development programs should seek to incorporate the findings from this research to develop future CEOs and others in the stress coping strategies for effectiveness. Each recommendation should have a variation in application under the major themes to: **self-development** techniques for CEOs, **visualization** techniques for CEOs, and techniques which teach the CEOs to master **Building Allies**.

Further research could involve surveying CEOs representing any differences, or perceived differences, between administrators that work in environments like on-line programs (distance education) vs. traditional (brick and mortar) institutions would give valuable information to this entire area. Another area warranting examination is the differences, if any, between two-year community college programs and four-year colleges and universities. Also, the size of the educational systems may also play into the coping strategies utilized by these administrators. Is a public community college system more or less stressful than a private college? Replicating this research in other states

could very possibly answer some of these questions. The 1998 and 2013 studies addressing community college leaders coping with stress were conducted in very large, highly populated states. Smaller, or less populated states might reveal different stressors or different coping strategies.

Another recommendation could be the development of actual training for vice-presidents or vice-chancellors who are looking into stepping into the top roles in the community college system. This training could include several facets of leadership that could enable a newly-appointed president or chancellor to have knowledge of the problems and ways to solve these situations in more knowledgeable and less stressful ways. A mentoring program specifically designed to address stress on the job, would develop relationships between more experienced administrators and new presidents and chancellors would be another excellent way to give training to help relieve stress. Examples of mentoring for an administrator might be as simple as having a long-time employee work with the new employee for a short period of time to learn the specifics of the community college or as detailed as another employee working with the new administrator for several weeks or months (Bozeman, & Feeney, 2007). A 1995 study of mentoring techniques most commonly used found that the five most commonly used techniques among mentors were: Accompanying, sowing, catalyzing, showing, and harvesting (Aubrey & Cohen, 1995). Combinations of these techniques can be used in any number of situations.

Accompanying: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner. Sowing:

mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it. Catalyzing: when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values. Showing: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior. Harvesting: here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?", "How useful is it?" (Aubrey and Cohen, p.45, 1995).

It is interesting to note that this research showed that top administrators are older and have a higher level of education than the Wady study of 1998, but this still did not seem to make any significant changes in the majority of coping strategies. Strategies of using problem solving did not change between the two studies, so it would appear that more training in this area would be extremely beneficial. Further research could including a focusing on demographics information specific to the age of the CEOs and exploring the differences in responses.

Demographically, there is a wide gap between the number of men and women who assume leadership (CEO) positions. In fact, the gap widened significantly between the two studies with Wady's 1998 study showing 57% were men as compared to this research which had 67% of the respondents being men. Does this mean that fewer women are entering the field of higher education, or is there another reason for this drop in the percentage of the number of women attaining this level of responsibility? Further research could

possibly answer this question. Ethnically, there are more fluid and diverse groups being represented in the role of administrative leadership in educational systems. These changes should continue as the ethnic demographics evolve with the economic migration trends of job availability and access to training and credentialing.

In summary, this research has answered the research questions:

- 1) What coping strategies were utilized by selected Texas community college administrators to manage job pressures arising from:
 - (a) Role pressures
 - (b) Task pressures
 - (c) Conflict-mediating pressures
 - (d) Boundary-spanning pressures
- 2) Is there a difference in selected coping strategies utilized by Texas community college administrators related to age, gender, ethnicity, and years of experience?
- 3) How do Texas community college CEOs discuss conflicts regarding role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures?

However this study has raised other questions for further research in the thematic coping strategies of **establishing allies**, **self-development**, and **visualization** techniques utilized by CEOs. Delving deeper into the problems experienced by community college CEOs and presidents in the areas of stress reduction and coping strategies could greatly aid future administrators.

Research is needed into the reasons why administrators chose "attempting to make significant changes in their institution either by establishing programs or changing policy" as their least favored option. It would suggest that these

administrators realized the difficulties in using these tactics to make changes in their community colleges due to state and federal regulations and the cost of attempting to move in either of these two directions.

REFERENCES

- AACC. (2011). *Community colleges report rising enrollments and continuing budget erosion*. Washington D.C.: American Association of Community Colleges.
- AACC. (2012). *American Association of Community Colleges: A report from the reclaiming the American dream: community college and America's future*. Washington D.C.: American Association of Community Colleges.
- Addy, C. (1995). *The president's journey: Issues and ideals in the community college*. Bolton, MA: Anker Publication.
- Adelman, C. (2004). Global Preparedness of Pre-9/11 College Graduates: What the U.S. Longitudinal Studies Say. *Tertiary Education and Management*, 10(10), 243.
- Allison, C. (2004). Percived and reported occupational stressors and coping strategies of selected community college business favulty members in Texas.
- Almedia, D. (2005). Resilience and vulnerability to daily stressors assessed via diary methods. *Current Directions in Psychological Science*, 14, 64-68.
- Amatea, R., & Fang, T. (1991). The impact of role stressorsand personal resources on the stress experiences of professional women. *Psychology of Women Quarterly*, 15, 419-430.
- Archibald, R. B., & Feldman, D. H. (2010). *Why does college cost so much?* Oxford: Oxford University Press.
- Aubrey, B., & Cohen, P. (1995). *Working Wisdom: Timeless skills and vanguard strategies for learning organizations*. San Francisco, CA: Jossey-Bass.
- Baumeister, R., & Leary, M. (1995). Working wisdom: Timeless skills and vegence strategies for learning organizations. *Psychological Bulletin*, 117, 497-529.

- Boggs, G. (2006). *The handbook on CEO-Board relationships and responsibilities*. Washington D.C.: The American Association of Community Colleges. Consumer Reports.
- Brown, L., Martinez, M., & Daniels, D. (2002). Community college leadership preparation: Needs, perceptions, and recommendations. *Community College Review*, 30(1).
- Cannon, W. (1915). *Bodily Changes in Pain, Hunger, Fear, Rage*. New York: D. Appleton and Company.
- Carreon, J. (2005, March 14). Fast Forward. *Community College Week*, 16(4).
- Cohen, S., Janicki-Deverts, D., & Miller, G. (2007, October 10). Psychological stress and disease. 298(14), pp. 1685-1687.
- College, L. (2010). *About Lee College*. Retrieved September 27, 2012, from <http://www.lee.edu/about.asp>
- Commission, T. W. (2012). Strategic State Workforce Investment Plan for Title I of the Workforce Investment act, and for Wagner-Peyser Act, and for Wagner-Peyser Agricultural Outreach State of Texas for Program Years 1012-1016. Texas: Texas Workforce Commission.
- Congress, O. A. (2008). *Jobs for the Future, An Agenda for the Obama Administration and the 111th Congress; Ten ways the federal government can restore economic vitality and increase competitiveness through education and skill development*. Boston, MA: Obama Administration and the 111th Congress.
- Cooper, C., & Marshall, J. (1976). Occupational sources of stress: a review of the literature relating to coronary heart disease and mental ill health. *Journal of Occupational Psychology*, 49(1), 11-28.

- Dallas-Fort Worth Local*. (2013). Retrieved August 4, 2013, from Community colleges worry about Texas budget: www.dfw/cbslocal.com/2013/01/28/html
- de Wolffe, C. (1986). Methodological problems in stress studies. *The Psychology of Work and Organization*. (G. Debus, & H. Schroff, Eds.) H.E.N. Holand:Elsevier Science Publication.
- Dewe, M., O'Driscio, M., & Cooper, C. (2010). Coping with work stress. *Stress and Health*, 28(2), 175-176.
- DiSalvo, V., Lubbers, C., Rossi, A., & Llewellyn, J. (1988). The impact of gender on work-related stress. *Journal of Social Behavior and Personality*, 3(3), 161-176.
- Dolan, S., & Renaud, S. (1992). Individual, organizational, and social determinants of managerial burnout: A multivariate approach. *Journal of Behavior and Personality*, 7(1), 95-110.
- Drucker, P. (2002). *The Effective Executive: The Definitive Guide to Getting the Right Things Done*. New York: Harper Collins.
- Endler, N., & Parker, J. (1990). *The Coping Inventory for Stressful Situations (CISS: Manual)*. Toronto: Multi-Health Systems, Inc.
- Financial Crisis Inquiry Report. (2011). *Final Report of the National Commission on the causes of the financial and economic crises in the United States*. Washington D.C.: Financial Crisis Inquiry Report.
- Fisher, J. (1996). *Presidential Leadership: Making a Difference*. Phoenix, AZ: American Council on Education: Oryx Press.

- Folkman, S., & Lazarus, R. (1980). An analysis of coping in a middle- aged community cample. *Journal of Health and Social Behavior*, 219-239.
- Folkman, S., & Lazarus, R. (1985). If it changes, it must be a process: A study of emotion and coping during three stages of a college examination. *Journal of Health and Social Behavior*, 48.
- Folkman, S., & Lazarus, R. (1988). The relationship between coping and emotion: Implications for theory and research. *Social Science Media*, 26(3), 309-317.
- Folkman, S., Lazarus, R., Dunkel-Schetter, C., Gruen, A., & DeLongis, A. (1986). The dynamics of a stressful encounter:Cognitive appraisal, coping and encounter outcomes. *Journal of Personality and Social Psychology*, 992-1003.
- French, J., & Caplan, R. (1972). Organizational Stress and individual strain. *The Failures of Success*. (A. Morrow, Ed.) New Yorl: AMACOM.
- Gay, L. (1981). *Educational Research: Competencies for Analysis and Application*.(2nd Ed). Columbus, OH: Merrill.
- Gearing, S. (1995, November-December). If I'm such a success, why do I feel this way? *Executive Female*, 79, 46-49.
- Gilzene, R. (2009). An analysis of actual and desired roles of trustees and presidents of community college linked to board-president relationships and its impact on college effectiveness. *Unpublished dissertation*. Pepperdine University.
- Goldberg, L. R. (1972). Man vs. mean: The exploitation of group profiles for the construction of diagnostic classification systems. . *Journal of Abnormal Psychology* , 121-131.

- Gonzalez-Sullivan, A. (2011). Community college leadership and administration:theory, practice, and change. *Community College Review*, 39(319-335).
- Gravetter, F., & Wallnau, L. (2009). *Statistics for the Behavioral Science (Eighth Edition)*. Belmont: Cengage Learning Wadsworth.
- Green, K. (2009). *Community colleges and the economic downturn*. League of Innovation.
- Greengas, E. (2003). Proactive Coping. In E. Frydenberg (Ed.), *Beyond Coping: Meeting Goals, Vision and Challenges*. London: Oxford University Press.
- Hagedorn, L. (2010). Introduction to the issue:Community college retention-an old problem exacerbated in a new economy. *Journal of College Student Retention*, 12(1),1-5.
- HCC. (2000). *Houston Community College*. Retrieved November 20, 2010, from HCC Quickfacts:
<http://www.hccs.edu/system20%20home/departments/OIR/Publications/Publications>
- Henard, F., & Roseveare, D. (2012). Fostering Quality Teaching in Higher Education:Policies and Practice. *Institutional Management in Higher Education*, 1-54.
- Issac, S., & Michael, W. (1984). *Handbook in Research and Evaluation(2nd Ed.)*. San Diego, CA: EdITS.
- Iwanaga, J. (1988). Presidents and trustees in partnership. Eric Document Reproduction Services, Number ED4146935.
- Kahn, R. (1964). *Organizational Stress: Studies in role Conflict and Ambiguity*. New York: WileyRublishing.

- Kahn, R., de Wolffe, C., Quinn, R., Strock, J., & Rosenthal, R. (1984). Organizational stress: Studies in role conflict and ambiguity. New York: John Wiley and Sons.
- Kaiser, J., & Polczynski, J. (1982). Educational stress: Sources, reactions, preventions, Association of Governing Boards of Universities and College Reports. *Peabody Journal of Education*.
- Katz, D., & Kahn, R. (1978). *The Social Psychology of Organization*. New York: John Wiley and Sons.
- Kelderman, E. (2012). State support for college falls 7.6% in 2012 fiscal year. *Chronical of Higher Education*, Vol.2, 86-89.
- Kolesnikova, N. (2009). *Community colleges: A route of upward economic mobility*. St. Louis: Federal Reserve Bank of St. Louis.
- Kramer, M. (Ed.). (2010). *Yhe stress of change:testing the resilience of institution*. New York, NY: Wiley, Johns, and Sons.
- Kubala, T. (2001, December). A new perspective on community college presidents:Results of a national study. *Community College Journal of Research and Practice*, 25(10), 793-804.
- Lambert, S. (1969, February). Coping with stress:Employee Assistance Program Task Force Newsletter.
- Lazarus, R. (1996). *Psychological Stress of the Coping Process*. New York: McGraw Hill.
- Lazarus, R. (1999). *Stress and Emotion: A New Synthesis*. New York: Springer Publishing Company.

- Lewins, A., & Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. London: Sage.
- Lobel, S., & St.Claire, L. (1992). Effect of family responsibilities, gender and career identity salience on performance outcomes. *Academy of Management Journal*, 35, 1057-1069.
- Long, B., Kahn, S., & Schutz, R. (1992). Casual model of stress and coping: Women in management. *Journal of Counseling Psychology*, 39, 227-239.
- Long, C. (2012). *Texas Association of Community College, "Handbook of Texas Online"*. Retrieved September 12, 2012, from Texas State Historical Association:
<http://www.tshaonline.org/handbook/online/articles.kat07>
- Martin, J., & Samels, J. (2004). *Turnaround: Leading Stressed Colleges and Universities to Excellence*. Baltimore, MD: John Hopkins University Press.
- McClenney, B. (1978). The president as manager. *Community and Junior College Journal*, 48(7), 26-33.
- McDonald, L., & Korabik, K. (1991). Sources of stress and ways of coping among male and female managers. *Journal of Social Behavior and Personality*, 6(7), 185-198.
- McEwen, A. (2002, September 9). The end of stress as we know it. *Unpublished doctoral dissertation*. Columbia, MO, USA: University of Missouri-Columbia.
- McGrath, J. (1976). *Stress and Behavior in Organizations*. In M.D. Dunnette(Ed.), *Handbook of Industrial and Organizational Psychology*. Chicago, IL: Rand McNally.
- Menninger, K. (1963). *The Vital Balance: The Life Process in Mental health and Illness*. New York: The Viking Press.

- Meyran, G., BakerIII, R., Simone, A., & Zeiss, R. (2003). *Leadership strategies for community college executives*. Washington D.C.: Community College Press.
- Miksa, S. (2009). Identifying and addressing issues faced by new community college presidents. *Unpublished doctoral dissertation*. (N. L. University, Ed.) Chicago, IL.
- Miller, N. (1980). A perspective on the effects of stress and coping on disease and health. In S. Levine, & H. Ursin (Eds.), *Coping and health(NATO Conference Series III: Human Factors)*.
- Mittiman, P. (2009). The phenomenon of stress and health promoting behaviors among college and university presidents: A qualatative and quantatative analysis. Dissertation Abstracts International .UMI 3354357.
- Moltz, D. (2009, July 21). Retrieved February 14, 2014, from Inside Higher Ed:
<http://www.insidehighered.com/news/2009/07/21/california>
- Nevarez, C., & Wood, L. (2012). *Community College Leadership and Administration Theory,Practice, and Change*. New York: Peter Lang Publishing Group.
- Ogus, E., Greenglass, E., & Burke, R. (1990). Gender-role differences, work stress, and depersonalization. *Journal of SocialSocial Behavior and Personality Disorders*, 5(5), 387-398.
- Palfreyman, D., & Trapper, T. (Eds.). (2008). *Structuring mass higher education: The role of elite instruction*. New York, NY: Taylor and Francis.
- Parke, G. (2013, October 24). *Higher Education Act Seeks reauthorization*. Retrieved January 2014, from Duke Chronicle.com:

<http://www.dukechronicle.com/articles/2013/10/24/higher-education-act-seeks-reauthorization>

- Parkes, K. (1990). Coping, negative affectivity, and the work environment: Additive and interactive predictors of mental health. *Journal of Applied Psychology*, 75(4), 399-409.
- Rino, P. J. (2009). *The Handbook on Human Services Management*. New York City: Sage Publications.
- Robinson, G. (2005). *Ethnic Problems in Higher Education*. Lincoln, NE: Universe, Inc.
- Rosenbach, W. (2001). *Contemporary Issues in Leadership*. (5th Ed). Boulder, CO: Westview Press.
- Royal, P., & Grobe, W. (2008). Job related stress and sleep disorders among North Carolina presidents. *Community College Journal of Research and Practice*, 32:496-511.
- SACD. (2011, October 11). *San Jac at a Glance: Instructional Data*. Retrieved from San Jacinto College District: <http://www.sjcd.edu/parents-community/san-jac-glance>
- Saffer, S. (1984, April). Stress and Educational Administrator: A Synthesis of Dissertation Research. *Annual Meeting of the American Educational Research Association*. New Orleans.
- Schuler, R. (1981). Stress management for college administrators. *Educational Record*, 62(3), 14-18.
- Seaward, B. (1997). *Managing Stress: Principles and Strategies of Health and Well Being*. (3rd Ed.). Sudbury, MA: Jones and Barlett Publishing.

Seigler, S. (1962, September 26). Learning to love stress: How pressure can be good for you.

This World.

Selman, J. (1990). Stress and the community/junior college presidency. *The Community College Review*, pp. Vol 18, No. 1, 22.

Selye, H. (1976). *The Stress of Life*. New York: McGraw Hill.

Selye, H. (1979). *The Stress of Life* (2nd Ed.). New York: McGraw Hill.

Sims, H. (1978). The president as money managers. *Community & Journal College Journal*, 48(7), 20-24.

Slater, C. (1994). Coping strategies utilized by personnel administrators to manage job pressures in the educational setting. *Ed.D. Dissertation*. La Verne, CA: University of La Verne.

Slavich, G., O'Donovan, A., Epel, E., & Kemeny, M. (2010). Black sheep gets the blues: A psychobiological model of social rejection and depression. *Neuroscience and Bio-behavioral Reviews*, 35, 39-45.

Smith, C. (2000). *Trusteeship in Community Colleges*. Washington, D.C.: Association of Community College Trustees.

Sorcinelli, M. (1994, May-June). Effective approaches to new faculty. Special features: Faculty development. *Journal of Counseling and Development* (5), 474-479.

Srivastava, S. (2008). *Organizational Behavior and Management*. New Delhi, India: Saou and Sons.

Sunshine Review. (2012).

TACC. (2010). *policy Report Manual*. Texas Association of Community Colleges.

- The California Economy*. (1995). Retrieved August 2, 2011, from www.lao.ca.gov/1995/010195_calguide/cgep1.html
- (2012). *The Texas Tribune*. Report examines how budget cuts affect Texas schools.
- THECB. (2012). *Texas Higher Education Coordinating Board: Closing the Gap by 2015*. Austin: Texas Higher Education Coordinating Board.
- THECB. (2014). Texas Higher Education Coordinating Board.
- Thomas, A., Matherne, M., Buboltz, W., & Doyle, A. (2012). Coping resources moderate stress-strain and stress-satisfaction relationships in educational administrators. *Individual Differences Research*, 10(1), 37-48.
- Tossi, K., Rizzo, J., & Carroll, S. (1990). *Managing Organizational Behavior* (2nd Ed.). New York: Harper Collins.
- TRS. (2011). Community colleges do more with less. Three Rivers Systems.
- TSTC. (2011). *Texas State Technical College*. Retrieved April 3, 2011, from <http://www.system.tstc.edu/servicemarketing/news/sysnews.asp?>
- Turk, D. (2000). Coping strategies utilized by personnel administrators to manage job pressures in the educational setting. *Dissertation Abstracts International*. UMI 9963263.
- U.S. Bureau of Labor Statistics. (2012).
- Vaughn, G. (1982). Burnout: Threat to presidential effectiveness. *Community and Junior College Journal*, 52(5), 10-13.
- Veninga, F., & Spradley, J. (1981). *The work-stress connection*. Boston, Massachusetts: Little Brown.

Visser, L. (2012). *Trends and Issues in Distance Education*. Charlotte, NC: Information Age Publishing Inc.

Wady, G. (1998). *Coping strategies utilized by selected administrators in the California community college system*. La Verne: University of La Verne.

Wady, G. (2012, October 18). Personal Communication. (K. Cantu, Interviewer)

Weisman, I., & Vaughn, G. (1998). *The Community College Presidency at the Millennium*. Washington D.C.: American Community College Press, American Association of Community Colleges.

Welt, R. (1984). *Job burnout in California community college presidents and their perceptions of job-related stressors*. Retrieved July 21, 2013, from (Doctoral dissertation, University of San Francisco).Dissertation Abstracts International:
www.ehow.com/how_6026631changecompany_policies.html#ixzz2ZiBInkel.

APPENDIX A, REQUEST FOR PERMISSION TO CONDUCT STUDY

From: **Karla I Cantu** (XXXXXXXXXXXX)

Sent: Mon 7/02/12 8:45 AM

To: Gwendolyn Wady (XXXXXXXXXXXX)

Thank you so much!

Respectfully,

Karla Cantu

Subject: RE: Hello I need Permission to build from your study and utilize your survey instrument

Date: Fri, 29 Jun 2012 07:15:27 -0700

From: XXXXXXXX

To: XXXXXXXX

CC: XXXXXXXX

Good morning Ms. Cantu: You have my permission to duplicate my dissertation study and use my survey instrument. I wish you continued success in your endeavors. Warmest regards,

Gwendolyn Wady, Ed.D.

From: Karla I Torres-Cantu [mailto:xxxxxxxxxx]

Sent: Thursday, June 28, 2012 1:35 PM

To: Wady, Gwendolyn T

Subject: Hello I need Permission to build from your study and utilize your survey instrument

Hello Dr. Wady,

I hope this email finds you well. Thank you for all of the support and encouragement you have given me in allowing me to build from your study. I am writing up the first three chapters for my proposal. According to my dissertation seminar professor, I need your permission in writing to allow me to duplicate your study and as well as permission to utilize your survey instrument for my dissertation. Your continued support and overall permission to move ahead with my dissertation would help me tremendously. Thank you so much for your continued support.

Respectfully,

Karla Cantu/

APPENDIX B, THE SURVEY INSTRUMENT

COMMUNITY COLLEGE ADMINISTRATOR COPING QUESTIONNAIRE

Directions: In your role as a Community College CEO, recall a difficult situation you have recently faced in your community college or district. Reflect on the details of the situation- the setting, key people involved, major issues and actions you took. From your reflections please respond to the following questions.

Check the function(s) that was involved:

- | | |
|--|---|
| <input type="radio"/> Long - range planning | <input type="radio"/> Fund raising |
| <input type="radio"/> Community needs assessment | <input type="radio"/> Accreditation |
| <input type="radio"/> Staff relationships | <input type="radio"/> Classrooms/laboratories |
| <input type="radio"/> Student relationships | <input type="radio"/> Legal matters |
| <input type="radio"/> Faculty relationships | <input type="radio"/> Library |
| <input type="radio"/> Community relationships | <input type="radio"/> New Construction |
| <input type="radio"/> Guideline compliance | <input type="radio"/> Maintenance |
| <input type="radio"/> Fiscal management | <input type="radio"/> Legislative relations |
| <input type="radio"/> Board relations | <input type="radio"/> Alumni relations |
| <input type="radio"/> Curriculum evaluation | <input type="radio"/> Institutional analysis |
| <input type="radio"/> Supervision of instruction | <input type="radio"/> Grievances |

Rank order the following pressures you experienced in this situation:

①②③④⑤ **Role-** job expectations, level of authority

①②③④⑤ **Task-** telephone interruptions, meetings, writing reports

①②③④⑤ **Conflict** - mediating problems of students, staff, faculty

①②③④⑤ **Boundary-**demands by school/district/board/state and federal agencies, faculty/staff association, and community

①②③④⑤ **Other** - _____

As you respond to each statement, keep the same situation in mind and ask yourself: Did I use this strategy? Check YES or NO. PLEASE ANSWER EACH QUESTION.

- S1 ☐ Yes ☐ No I drew on my past experiences in similar situations.
- S2 ☐ Yes ☐ No I wrote down possible alternatives to use.
- S3 ☐ Yes ☐ No I changed plans so things would turn out all right.
- S4 ☐ Yes ☐ No I tried to get persons involved to change their minds.
- S5 ☐ Yes ☐ No I reviewed the consequences of the possible alternatives.
- S6 ☐ Yes ☐ No I used physical exercise to deal with the frustration.
- S7 ☐ Yes ☐ No I waited to see what would happen before doing anything.
- S8 ☐ Yes ☐ No I separated myself from people who created the situation.
- S9 ☐ Yes ☐ No I turned my attention to another activity.
- S10 ☐ Yes ☐ No I went over in my mind what I would say or do.
- S11 ☐ Yes ☐ No I used humor to release tension.
- S12 ☐ Yes ☐ No I turned to staff/faculty/students/others to obtain more information.
- S13 ☐ Yes ☐ No I talked to staff about my frustrations.
- S14 ☐ Yes ☐ No I let staff/faculty/students/others know the task was too much.
- S15 ☐ Yes ☐ No I used relaxation techniques to manage the tension.
- S16 ☐ Yes ☐ No I asked for advice from staff
- S17 ☐ Yes ☐ No I let staff know about my uncomfortable feeling.
- S18 ☐ Yes ☐ No I accepted sympathy and understanding from the staff
- S19 ☐ Yes ☐ No I attempted to change policy.
- S20 ☐ Yes ☐ No I attempted to establish programs.

Rank order from 1-6 the following strategies according to what YOU consider to be the most effective in dealing with job pressures:

①②③④⑤⑥Staff support

①②③④⑤⑥Faculty support

①②③④⑤⑥Delaying action

①②③④⑤⑥Personal resources

①②③④⑤⑥Taking action

①②③④⑤⑥Problem-solving

PERSONAL AND PROFESSIONAL BACKGROUND INFORMATION

In order to gain an understanding of any professional career, it is useful to know something about the background of those persons in the field. Please read the following and check the appropriate answer.

What is your present age?

☐ Under 30 ☐ 51 – 60

☐ 31 – 41 ☐ 60+

☐ 41 – 53

What is your gender? ☐ male ☐ female

What is your ethnicity? ☐ Asian ☐ African-American

☐ Hispanic ☐ Other

☐ White

What is the highest educational level/degree that you have attained?

☐ BS/BA ☐ Masters

☐ Doctorate ☐ Other

How many years have you been working in the community college system?

☐ 1-4 ☐ 10-20

☐ 5-9 ☐ 20+

What is your current position title?

☐ Chancellor ☐ President

What type of institution do you lead?

☐ One college system ☐ District

Please recount the conflict you had to deal with regarding: role pressures, task pressures, conflict-mediating pressures or boundary-spanning pressures:

APPENDIX C, CEO TEXAS COMMUNITY COLLEGE SURVEY EMAIL

Date: May 28, 2013, 8:51:13 AM CDT

To: " Subject: CEO Texas Community College Survey

Dear Colleges,

Ms. Karla Cantu, an intern at the Alamo Colleges, is a candidate for the Ph.D. degree in the Community College Leadership Program at the University of Texas at Austin. Ms. Cantu is writing a dissertation regarding the stress and coping mechanisms of Chief Executive Officers (CEO) in Texas community colleges. I would appreciate your assisting her by completing the attached survey.

Please click on this link:

https://utaustined.qualtrics.com/SE/?SID=SV_9vgBYbs5D9vJQ6F

to access the survey instrument and enter the password utsurvey. Please complete the survey by 5/31/13. If you have any questions, please contact Ms. Cantu at karlatc@utexas.edu . All responses are confidential and no identifiers will be used as required by the Institutional Review Board at the University of Texas.

Thank you for your helping Ms. Cantu and the CCLP.

Sincerely,

Bruce

**Dr. Bruce Leslie, Chancellor
Alamo Colleges**

APPENDIX D RESULTS, CHECK THE FUNCTION(S) THAT WAS INVOLVED:

The chart below is the results from the question regarding in your role as a Community College CEO, recall a difficult situation you have recently faced in your community college or district. Reflect on the details of the situation- the setting, key people involved, major issues and actions you took. The top response was board relations followed by legal matters, and faculty relations, the least one chosen was library.























#	Answer		Response	%
9	Board relations		19	46.341%
15	Legal matters		18	43.902%
5	Faculty relationships		16	39.024%
3	Staff relationships		13	31.707%
22	Grievances		13	31.707%
8	Fiscal management		11	26.829%
1	Long - range planning		11	26.829%
6	Community relationships		11	26.829%
7	Guideline compliance		9	21.951%
4	Student relationships		8	19.512%
13	Accreditation		7	17.073%
17	New Construction		6	14.634%
21	Institutional analysis		5	12.195%
11	Supervision of instruction		5	12.195%
12	Fund raising		4	9.756%
19	Legislative relations		3	7.317%
2	Community needs assessment		3	7.317%
10	Curriculum evaluation		2	4.878%
20	Alumni relations		1	2.439%
18	Maintenance		1	2.439%
14	Classrooms/laboratories		1	2.439%
16	Library		0	0.000%

Figure 20 Results of survey Question 1

Appendix E Results of the order the participants were supposed to rank for the following pressures they have experienced in the situation they experienced:

Statistic	□, <i>f</i> , ... Role- job expectations, level of authority	□, <i>f</i> , ... Task- telephone interruptions, meetings, writing reports	□, <i>f</i> , ... Conflict - mediating problems of students, staff, faculty	□, <i>f</i> , ... Boundary- demands by school/district/board/state and federal agencies, faculty/staff association, community	Other -
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.781	3.032	2.903	2.656	3.531
Variance	1.660	1.699	1.690	1.652	3.096
Standard Deviation	1.289	1.303	1.300	1.285	1.759
Total Responses	32	31	31	32	32

#	Answer	1	2	3	4	5	Total Responses
2	□, <i>f</i> , ... Task- telephone interruptions, meetings, writing reports	6	2	13	5	5	31
3	□, <i>f</i> , ... Conflict - mediating problems of students, staff, faculty	6	5	10	6	4	31
1	□, <i>f</i> , ... Role- job expectations, level of authority	6	10	3	11	2	32
4	□, <i>f</i> , ... Boundary- demands by school/district/board/state and federal agencies, faculty/staff association, community	6	12	4	7	3	32
5	Other -	8	3	2	2	17	32
	Total	32	32	32	31	31	-

APPENDIX E, THE RAW NUMBER RESULTS OF THE RESPONSES QUESTIONS

The results below are the responses the participants answered yes or no to and as they responded to each statement, they had to keep the same situation in mind:

#	Q u e s t i o n	Label 1	Count 1	Label 2	Count 2	Total Responses	Mean
1 4	I let staff/faculty/students/others know the task was too much.	Y e s	0	N o	3 0 3	0	2.000
1 9	I attempted to change policy.	Y e s	2	N o	2 8 3	0	1.933
2 0	I attempted to establish programs.	Y e s	6	N o	2 4 3	0	1.800
9	I turned my attention to another activity.	Y e s	7	N o	2 3 3	0	1.767
1 3	I talked to staff about my frustrations.	Y e s	9	N o	2 1 3	0	1.700
1 5	I used relaxation techniques to manage the tension.	Y e s	9	N o	2 1 3	0	1.700
1 8	I accepted sympathy and understanding from the staff	Y e s	9	N o	2 1 3	0	1.700
7	I waited to see what would happen before doing anything.	Y e s	1 0	N o	2 0 3	0	1.667
1 7	I let staff know about my uncomfortable feeling.	Y e s	1 1	N o	1 9 3	0	1.633
3	I changed plans so things would turn out all right.	Y e s	1 1	N o	1 9 3	0	1.633
8	I separated myself from people who created the situation.	Y e s	1 2	N o	1 8 3	0	1.600
6	I used physical exercise to deal with the frustration.	Y e s	1 4	N o	1 6 3	0	1.533
2	I wrote down possible alternatives to use.	Y e s	1 5	N o	1 5 3	0	1.530
1 1	I used humor to release tension.	Y e s	2 0	N o	1 0 3	0	1.333
4	I tried to get persons involved to change their minds.	Y e s	2 1	N o	9 3	0	1.300
1 6	I asked for advice from staff	Y e s	2 3	N o	7 3	0	1.233
1 2	I turned to staff/faculty/students/others to obtain more information.	Y e s	2 7	N o	3 3	0	1.100
1 0	I went over in my mind what I would say or do.	Y e s	2 8	N o	2 3	0	1.067
5	I reviewed the consequences of the possible alternatives.	Y e s	2 8	N o	2 3	0	1.067
1	I drew on my past experiences in similar situations.	Y e s	3 0	N o	0 3	0	1.000

Figure 21NEW Table of Ranked Response

APPENDIX F

Question 4 Results of ranked order from 1-6 the following strategies according to what they considered to be most effective dealing with job pressures:

#	Answer	1	2	3	4	5	6	Total Responses
1	staff support	4	7	7	6	5	1	30
2	faculty support	0	5	4	7	7	7	30
3	delaying action	6	2	2	2	4	14	30
4	personal resources	4	3	7	9	3	4	30
5	taking action	2	8	8	3	7	2	30
6	problem-solving	14	5	2	3	4	2	30
	Total	30	30	30	30	30	30	-

Figure 22 Table of Question 4 results

Appendix G

Results Question 5, What is your age?

#	Answer	Response	%
1	under 30	0	0.000%
2	31 – 40	0	0.000%
3	41 – 53	4	13.333%
4	51 – 60	6	20.000%
5	60+	20	66.667%
Total		30	100.000%

Figure 23 Results age Question 5

Appendix H

Results of What is your gender?

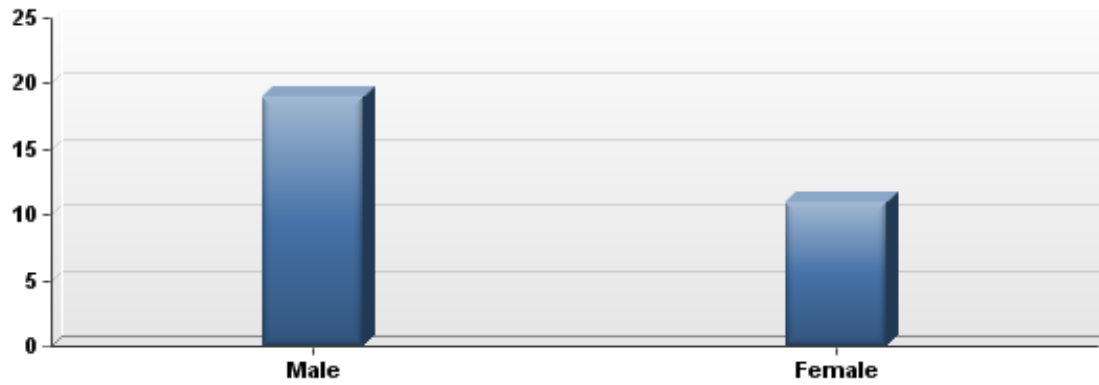


Figure 24 Result of gender graph

,

#	Answer	Response	%
1	Male	19	63.333%
2	Female	11	36.667%
Total		30	100.000%

Figure 25 Results of gender differences by gender

Appendix I

Results What is your ethnicity?

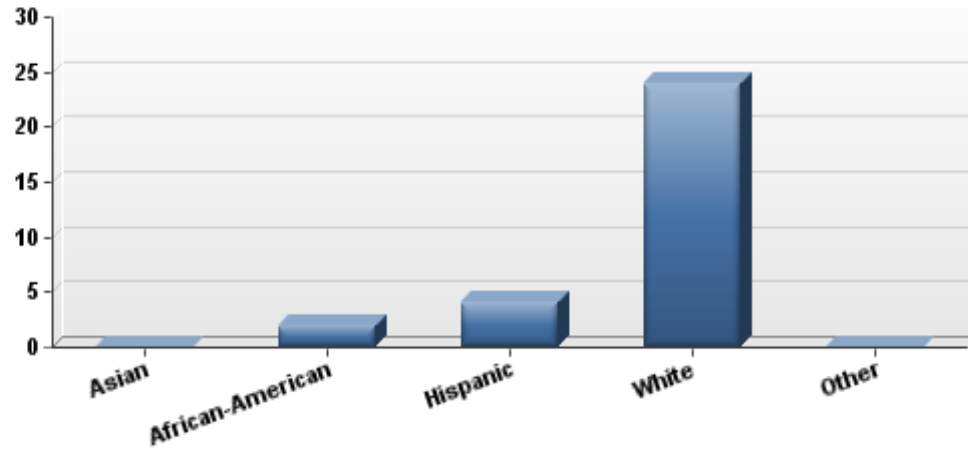


Figure 26 Ethnicity Graph

#	Answer	Response	%
1	Asian	0	0.000%
2	African-American	2	6.667%
3	Hispanic	4	13.333%
4	White	24	80.000%
5	Other	0	0.000%
Total		30	100.000%

Figure 27 table of ethnicity response

Appendix J

Results, What is the highest educational level/degree that you have attained?

#	Answer	Response	%
1	BS/BA	1	3.333%
2	Master	4	13.333%
3	Doctorate	25	83.333%
4	Other	0	0.000%
Total		30	100.000%

Figure 28New Highest degree chart

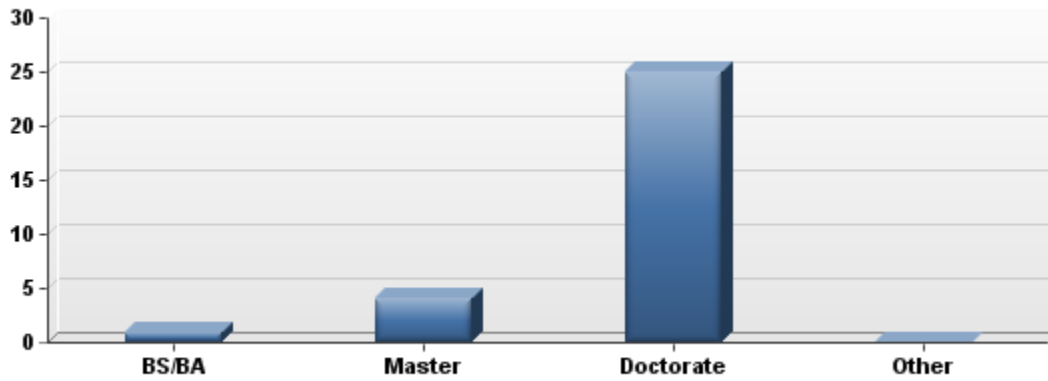


Figure 29 New Chart Degree attainment

Appendix K

Results, How many years have you been working for the community college system?

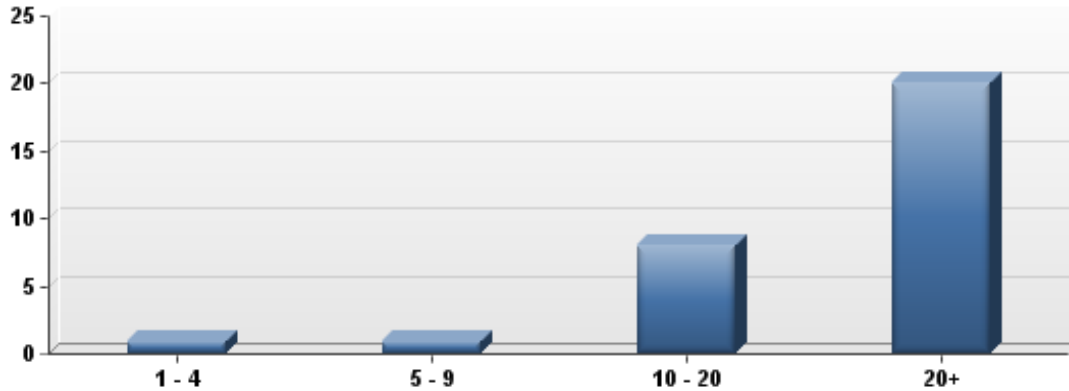


Figure 30 New Longevity working chart

#	Answer	Response	%
1	1 - 4	1	3.333%
2	5 - 9	1	3.333%
3	10 - 20	8	26.667%
4	20+	20	66.667%
Total		30	100.000%

Figure 31 New Longevity working table

Statistic	Value
Min Value	1
Max Value	4
Mean	3.567
Variance	0.530
Standard Deviation	0.728
Total Responses	30

Figure 32 New Longevity working statics

Appendix L

Results, What is your current position title?

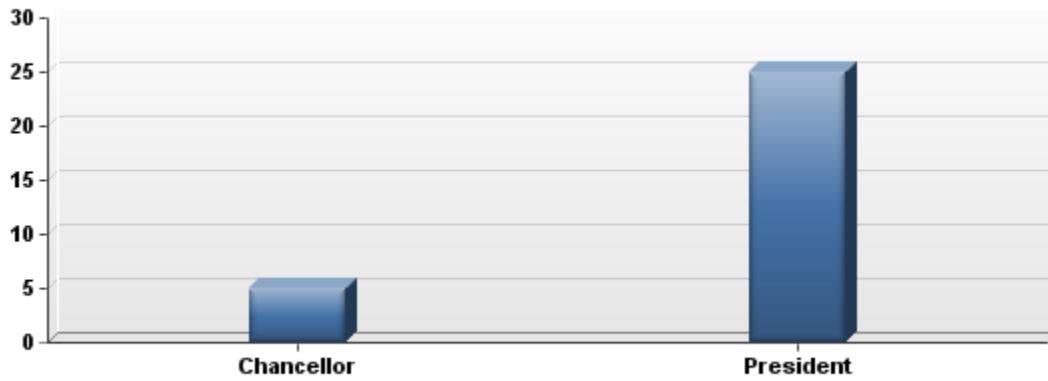


Figure 33New Title Chart

#	Answer	Response	%
1	Chancellor	5	16.667%
2	President	25	83.333%
Total		30	100.000%

Figure 34NEW Title table

Appendix M

Results, what type of institution do you lead?

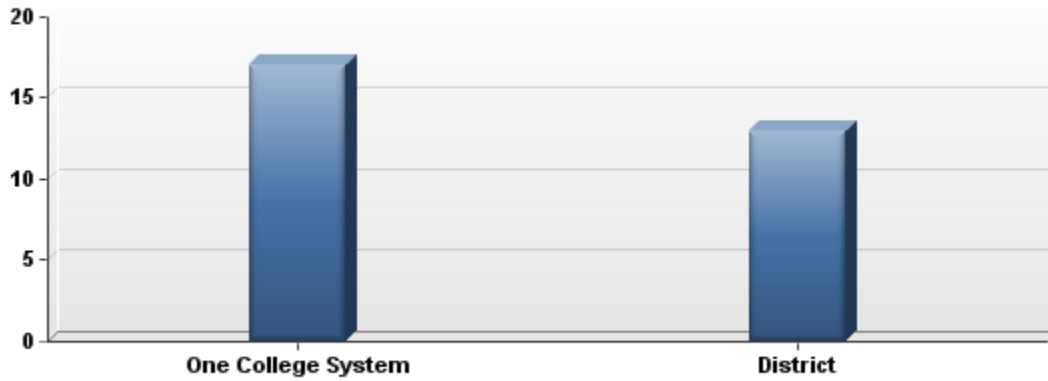


Figure 35New Institution type chart

#	Answer	Response	%
1	One College System	17	56.667%
2	District	13	43.333%
	Total	30	100.000%

Figure 36New Institution type table

Appendix N

Results, Based on your initial response from earlier answers in this survey, can you describe the context

View Addressing changes in the TRS system involving adjunct faculty loads and the financial implications of this mandated change.

View A grievance had been filed on the wife of the president elect. My vice presidents had to hear the grievance. They wanted to recuse themselves but I would not allow it. They heard part of the grievance, and the wife of the president elect decided to resign.

View Being accused, by a former board member, of willful wrong doing during a tax election. Individual has attempted to have charges filed with the county and district attorneys, ultimately filed complaint with Texas Attorney General. Situation has been in process for over two years. Stressful!

View Bomb Threats over a period of three weeks.

View Bomb threats that were continuing over the course of three weeks....Provosts reacting differently on campuses to them even though they went through the same training. Some closed campuses when there was no evidence at all that the threats were credible while others did not. A lot of confusion and chaos resulted despite the constant training that they have been required to obtain.

View College near bankruptcy. Must pass annexation election to survive. Terrible media, community, student, staff, and faculty relations. Board at odds with each other. Newspaper calling for all to resign. 1.6 million in bank and burning through 800k a month. Financial exigency, rifts, terminations, and program changes.

View Compensation base and annual salary adjustments for staff and faculty. I feel we have been undercompensating faculty for a number of years. In recent years we have moved and changed the culture to elevate faculty to their appropriate status on campus. However, at the same time I do not want to alienate our staff or deemphasize their valuable contribution.

View Developing consensus to pursue \$159,000,000 bond issue and 3 cent increase in maintenance tax election

View Disgruntled employee Personnel separation Legal remedy

View employee grievances that rise to the level of legal action or EEOC complaints are stressful and time consuming

View Faculty in a department suddenly and w/o warning to administration rebelled against their Director. several resigned mid-year. Director was reassigned and then filed

grievances against administration for the reassignment. Students and community was pulled into the fray by persons on both sides. Administration was forbidden to defend its own actions in the public arena.

View Faculty member having inappropriate relationships with current students.

View Faculty nonrenewal with potential EEOC and legal concerns.

View General philosophical differences with faculty over the direction of the institution.

View Hiring a VP of Instruction

View I asked the faculty to choose one textbook for each discipline. The faculty did not like the request and fought very hard against it.

View Investigating complaints against a top administrator

View Meet with community leaders to discuss the closure of a training center in their community.

View One board member derailed a plan to provide employee raises and obtained a vote to instead lower the proposed tax increase. He accomplished this by secretly meeting with one board member first and voting in such a way that most other board members did not understand on what they were voting. Our employees were the losers, and the amount gained by the tax payers was minimal.

View Online academic dishonesty issue involving student athletes coupled with an athletic ineligibility matter affecting the last season that affected several individuals.

View our community college was placed on probation by our accrediting organization

View over budget, over staffed, and the work was not getting done.

View Renegade Board member combined with weak Chair of the Board of Trustees made my job untenable.

View Significant specific needs that the construction had to address correctly while maintaining an appropriate level of expenditures as different needs and change orders came up.

View Strategic Planning workshop that only some board members could attend.

View Students did not successfully complete program. Program Director, though aware of some program deficiencies, would not accommodate students' requests.

View subordinate assuming more authority than given

View The Board decided to perform a formal evaluation using an evaluation tool and

asked the direct reports to the president to also evaluate the president. This was the first time this occurred and led to rumors on campus that the Board was gathering information to nonrenew the president's contract.

View Unusual and disturbing situation created by housing student which involved faculty and community members present on campus.

View When a Board member misses meetings for four months, sends multiple emails each day for information, and then when he finally shows up, he is disrupting and confrontory with other board members. The president works at the pleasure of the board, and thus, it is the responsibility of other board members to bring this unacceptable behavior into alignment.

Appendix O

Summary of Questionnaire for 2013 Coping Study

The first part of the survey asks participants about the nature of that difficult situation. The choices are long-range planning, community needs assessment, staff relationships, student relationships, faculty relationships, community relationships, guideline compliance, fiscal management, or relations, curriculum evaluation, supervision of instruction, fund raising, accreditation, classroom and laboratories, legal matters, library, new construction, maintenance, legislative relations, alumni relations, institutional analysis or grievances.

The second part of the survey instructs the respondents to rank the following pressures they experienced in the situation from one to four. The choices are a) task, such as attending meetings or writing reports, b) conflict, such as mediating problems among students, staff, or faculty, c) boundary-demands by the school, the district board, agencies, or the community, and d) other, which gives the CEO's the opportunity to write a different response and include it in their ranking.

The third part of the survey asks participants to respond to each statement. While they fill out the survey, they have to keep the same situation in mind. They have to ask themselves if they used the following strategy and check either yes or no. There are 20 questions in the third part of the survey organized into the following six categories: Staff support, equity support, delayed action, personal resources, taking

action, and problem solving. The purpose of this section is to determine which coping strategies were used in that difficult situation.

The fourth part of the survey asks participants to rank those six strategies in order of effectiveness. This item measures the participant's perceptions about the most effective ways of managing stress.

The fifth part of the survey asks demographic questions regarding the professional and personal background of the participant, including the participant's age, gender, ethnicity, highest educational level or degree, and the years that they have been working in the community college system. The answers to this portion of the survey will help answer the second research question that informs this study: Do demographic differences affect the coping strategies used?

The final portion of the survey will ask an open-ended question: "Please recount the conflict you had to deal with in regards to role pressures, task pressures, conflict-mediating pressures, or boundary-spanning pressures. The purposes of asking the open-ended question is to give a voice to the CEO's and find out if there are common themes that touch on issues in the survey.

ABOUT THE RESEARCHER

Karla Cantu was born in Milwaukee, Wisconsin and graduated from Milwaukee High School of the Arts in 1993. After graduating from high school she attended Milwaukee Area Technical College and then transferred to the University of Wisconsin at Milwaukee (UWM). At UWM Karla graduated with a Bachelor's Degree in Social Welfare from the Helen Bader School of Social Welfare. She then went on to pursue her Master's Degree in Educational Leadership and Policy Studies with a concentration in Higher Education Student Affairs Administration from the University of Texas at San Antonio. From there, Karla went on to receive a Doctorate of Philosophy in Educational Administration: The Community College Leadership Program from the University of Texas at Austin. In addition to her doctorate Karla also has a Graduate Portfolio in Dispute Resolution from the University of Texas Law School.

As for her professional career, Karla started as an instructor teaching: GED, Pre GED, ESL, VESL, Computer Literacy, Job Readiness, and Adult Basic Skills. She has also worked for a variety of areas in student affairs.. Prior to starting her doctoral studies, Karla has worked in the areas of Workforce Development and Continuing Education as a Curriculum Specialist.

Karla has also received numerous awards and recognitions, Texas Association of Chicanos In Higher Education (TACHE) Fellowship, The American Association of Hispanics in Higher Education (AAHHE) Fellowship, Who's Who Among College and University Students, and The National Honor Society among others.

Contact Information: karlatc@utexas.edu